ARIZONA DEPARTMENT OF EDUCATION

ESEA FOR LEAs

Developing a Title I Schoolwide 3 Program

Title I Unit
Arizona Department of Education
1535 West Jefferson Avenue
Phoenix, Arizona 85007

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PURPOSE OF DOCUMENT

*The purpose of this document is to provide technical assistance and guidance to district and charter schools implementing a Title I Schoolwide 3 Program. The information and tools in this workbook compliments **ESEA For LEAs: Title I Schoolwide 3** training provided by the Title I Unit of the Arizona Department of Education. The PowerPoint presentation can be downloaded from the Title I Schoolwide Program webpage on the Arizona Department of Education website. Documentation in this workbook may be used as evidence of a school's transition to a Title I Schoolwide 3 Program. Worksheets may also be uploaded into the Arizona Local Educational Agency Tracker (ALEAT) as supporting evidence for compliance requirements through Cycle Monitoring.*

State of Arizona
Department of Education
Office of John Huppenthal
Superintendent of Public Instruction

Title I Unit
Nancy Konitzer
Deputy Associate Superintendent
nancy.konitzer@azed.gov

Gary Fortney	**Bobbie Orlando**
ESEA Program Director	**ESEA Compliance Monitoring Director**
gary.fortney@azed.gov	**bobbie.orlando@azed.gov**

Education Program Specialists

Obiageli Azbou	**obiageli.azbou@azed.gov**
Stephen Bonnet	**stephen.bonnet@azed.gov**
Joan Curtis	**joan.curtis@azed.gov**
Erik Francis	**erik.francis@azed.gov**
Don Fuller	**don.fuller@azed.gov**
Marilyn Gardner	**marilyn.gardner@azed.gov**
Nadine Groenig	**nadine.groenig@azed.gov**
Jill Jeanes	**jill.jeanes@azed.gov**
Jim Lovett	**jim.lovett@azed.gov**
Mark McManus	**mark.mcmanus@azed.gov**
Barbara Nolan	**barbara.nolan@azed.gov**
Debora Norris	**debora.norris@azed.gov**
Noni Paris	**noni.paris@azed.gov**
Terry Strayhand	**terry.strayhand@azed.gov**
Lynn Tuttle	**lynn.tuttle@azed.gov**

ALEAT Help Desk
(602) 542-4353   **ALEAT@azed.gov**

Workbook designed by Erik M. Francis, Education Program Specialist, Title I Unit, Arizona Department of Education

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TITLE I SCHOOLWIDE: AN OVERVIEW

What is a Title I Schoolwide Program?
According to Section 1114(a) (1) of Title I, Part A of the *Elementary and Secondary Education Act*:

> *"A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families."*

Goal
The primary goal of a Schoolwide Program is to ensure that **ALL** students – particularly those who are low-achieving – meet and exceed levels of achievement on state academic standards.

Objective
The objective of a Title I Schoolwide Program is to implement a schoolwide reform designed to upgrade and strengthen the entire educational program in a Title I school.

Schoolwide vs. Targeted Assistance
Where a Title I Targeted Assistance program provides interventions solely for those students identified as most at-risk academically, a Schoolwide Program allows schools to redesign and reform its entire education program in order to serve **ALL** students.

Requirements
- ✓ At least 40% low income student population
- ✓ Conduct a comprehensive needs assessment
- ✓ Identify and commit to specific goals and strategies that address those needs.
- ✓ Upgrade and strengthen the school's education program by taking a Comprehensive School Reform (CSR) Model Approach.
- ✓ Create a comprehensive plan aligned to the components of a Title I Schoolwide Plan focusing on successful academic achievement for ALL students.
- ✓ Conduct an annual evaluation of the effectiveness of the Title I Schoolwide Program
- ✓ Revise the plan as necessary.

Benefits
- **Flexibility**: By combining resources, schools are able to serve all students as well as redesign the school and its services.
- **Coordination and Integration:** Incorporation of programs, strategies, and resources reduces curricular and instructional fragmentation.
- **Accountability:** Schoolwide expectations becomes clear and coordinated in that all students are responsible for meeting the same high standards.
- **Unified Goals:** Schoolwide Programs bring the parents, the community, and the school together to redesign and improve the school.

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TITLE I SCHOOLWIDE PLAN COMPONENTS

A well-constructed plan provides the blueprint for all components and operations of the Schoolwide program, bring focus and coherence to activities, and ensure unity of purpose, alignment, and accountability. The following components are listed in *Section 1114 (b)* of *Title I* of the *ESEA* and must be addressed in the school's Title I Schoolwide Program/Plan:

Component	Purpose
Comprehensive Needs Assessment	Assessment of schoolwide education program to determine the school's areas of strength, growth, and improvement and prioritize needs to be addressed in the Schoolwide Plan.
Schoolwide Reform Strategies	Instructional strategies and initiatives based on the following: ✓ scientifically-based research ✓ strengthening the core academic program ✓ increasing quantity and quality of instructional time ✓ addressing the needs of all students in the school
Highly Qualified Staff	All teachers of core academic subjects and instructional paraprofessionals in a Schoolwide school meet the HQ criteria.
Professional Development	Staff must receive high quality professional development that will meet the goals and objectives of the Schoolwide plan.
Attracting and Retaining Highly Qualified Teachers	The Schoolwide Plan must include strategies and action steps to attract and retain highly qualified teachers.
Parental Involvement	The Schoolwide Plan must contain strategies and action steps involving parents in improving student performance as well as planning, implementing, and evaluating the Schoolwide Program.
Transition of Students	Schoolwide Plans must include strategies and action steps to ensure a smooth transition and continue the foundation of learning from early childhood programs and grade bands.
Data Driven Decision-Making	Multiple measures should be used to assess and evaluate student achievement and school performance.
Teacher Input	Teachers must be involved in the planning, development, implementation, and evaluation of the Schoolwide Program.
Academic Assistance / Interventions	Additional assistance and interventions must be provided to address the needs of students most academically at-risk.
External Facilitator	The transition to Schoolwide requires the input a facilitator who is not a member of the school community. This facilitator may be a district office representative or an external consultant to oversee the process.
Coordination and Integration of Federal, State, and Local Services and Programs	Schools are expected to use the flexibility available to them to integrate services and programs to upgrade the entire educational program and help all students meet and exceed levels of achievement.

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TYPES OF TITLE I SCHOOLWIDE PROGRAMS

In the state of Arizona, schools implementing a Title I Schoolwide Program have three options regarding plan development, implementation, and budgeting:
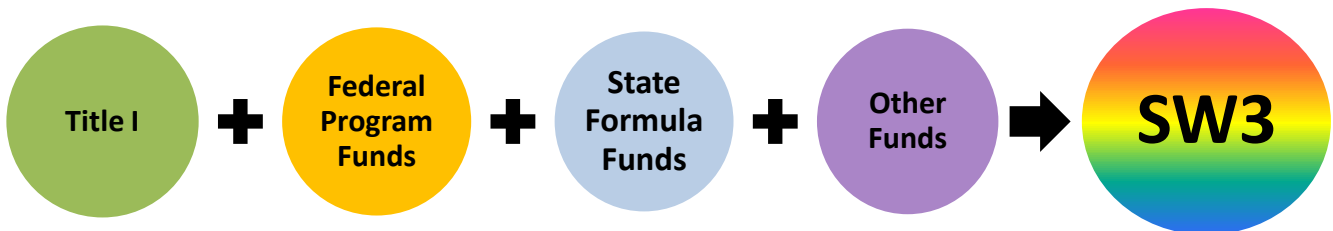
Schoolwide 1 (SW1)

Title I ➡ **SW1**
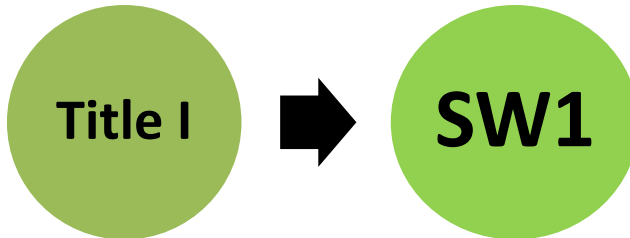
The goals, strategies, and action steps of the plan for schoolwide reform are funded using Title I-A funds only allocated to an individual school within a local education agency (LEA).

Schoolwide 2 (SW2)

Title I ➕ **Federal Program Funds** ➡ **SW2**

The goals, strategies, and action steps of the plan for schoolwide reform is funded by pooling all federal funds only including Title I allocated to an individual school within an LEA that support the academic achievement and endeavors of the individual site.

Title I Schoolwide 3 (SW3)

Title I ➕ **Federal Program Funds** ➕ **State Formula Funds** ➕ **Other Funds** ➡ **SW3**

The goals, strategies, and action steps of the plan for schoolwide reform are funded by pooling all federal, state, and local funds allocated to an individual school and private funding through grants awarded to an individual school within an LEA that support the academic achievement and endeavors of the individual site.

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TITLE I SCHOOLWIDE 3

Section 1114 of *Title I, Part A* of the *ESEA* allows a school with 40% or more of its students coming from low-income families consolidate its Title I funds with other Federal, State, Local, and Discretionary/Competitive/Non-Profit funds to implement a Title I Schoolwide Program that upgrades the school's entire educational program to improve the academic performance of all students, especially the lowest-achieving students.[1]

Purpose
The purpose of a Title I Schoolwide 3 Program is to enable schools with a large number of at-risk students to integrate services the school provides from Federal, State, Local, and other resources to upgrade its education program.

Objective
The objective of a Title I Schoolwide 3 Program is to provide effective instruction and implement academic programs supported by scientifically based research (SBR) that will meet the academic needs of all students, especially those identified as most academically at-risk, and target the areas of growth and improvement while capitalizing on the areas of strength identified in the school's comprehensive needs assessment. By consolidating all available resources under a Title I Schoolwide 3 Plan, the school improves its ability to meet its goals and improve student achievement.

ADVANTAGES OF CONSOLIDATING FUNDS UNDER A TITLE I SCHOOLWIDE 3 PROGRAM

- **Comprehensive Analysis of Education Program.** Title I Schoolwide 3 schools review the effectiveness of their education program through a comprehensive needs assessment that determines whether the school is successfully serving all students and determines whether the education program needs to be upgraded.
- **Ease of Requirements for Accounting.** Title I Schoolwide 3 schools are not required to distinguish funds received from different sources or maintain separate fiscal accounting records that identify the specific activities required by each programming source's funds.
- **Relief from Certain Statutory and Regulatory Requirements.** Title I Schoolwide 3 schools are not required to meet most of the statutory and regulatory requirements of consolidated programming sources. However, they must meet the intent and purpose of the consolidated programming source. This can be documented in the Title I Schoolwide 3 Plan.
- **Flexibility to Utilize All Resources.** Title I Schoolwide 3 schools can utilize all available resources to their maximum potential to address the needs of all students, especially those identified as most at-risk.

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[1] *Elementary and Secondary Education Act of 1965, Title I, Part A, Section 1114(a)(1)*

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1. LEA receives total allocation of funds annually from federal, state, local, and other sources.

2. The LEA distributes the funding to individual sites based upon criteria outlined in policies and procedures of the funding source.

3. The school creates a Title I Schoolwide 3 Plan that addresses the five focus areas for schoolwide reform. **Planning and implementation for Title I Schoolwide 3 occurs at the site level.**

4. The school pools all federal, state, and local funding allocated for academic achievement along with any other grants and awards. **Budgeting for Title I Schoolwide 3 is site-based.**

5. Funding sources lose their "identity" under the Schoolwide Plan. **However, the Title I Schoolwide 3 Plan must still meet the intent of the consolidated funding source.**

6. The Title I Schoolwide 3 Plan is aligned to the goals of the LEA Continuous Improvement Plan.

7. Strategies and action steps are established. Funding for each strategy is identified based upon "pooled" sources.

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PLANNING AND IMPLEMENTATION

Planning

To implement a Title I Schoolwide 3 program, the school must examine its entire education program through a comprehensive needs assessment that identifies the areas of strength, growth, and improvement.[2] The objective is to determine whether the school needs to upgrade the school's entire education program in order to meet the needs of all students, especially those most academically at risk, and target the prioritized needs of the school identified in the Comprehensive Needs Assessment.

Title I Schoolwide Planning Team

A school must form a Title I Schoolwide Planning Team to oversee the development and implementation of a Title I Schoolwide 3 Program. The members of the Schoolwide Planning Team should consist of members of the school community including administrators, teachers, parents, and even students. An external facilitator with knowledge and experience in comprehensive school reform should oversee the process.

Comprehensive Needs Assessment

A **Comprehensive Needs Assessment[3]** takes into account needs identified in other parts of a system. In education, the Comprehensive Needs Assessment determines the needs of those who receive the academic service (students and parents), the providers of the academic services (school staff), and the structure and system of the organization (core academic program, assessment and evaluation, resources).

A school operating a Title I Schoolwide or Targeted Assistance Program must conduct a Comprehensive Needs Assessment that identifies the school's strengths and challenges in key areas that affect student achievement. The school should survey all stakeholders to acquire as much quantitative and qualitative data needed to formulate a complete assessment of student achievement, teacher effectiveness, parent involvement, and overall school performance.

In the state of Arizona, the evaluation tool used to determine the prioritized needs of a school is the ***Standards and Rubrics for School Improvement***. The rubric consists of four standards:

- School and District Leadership Capacity
- Curriculum, Instruction, and Professional Development
- Classroom and School Assessments
- School Culture, Climate, and Communication

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[2] *Elementary and Secondary Education Act of 1965, Title I, Part A, Section 1114(b)*

[3] The Arizona Department of Education offers a Comprehensive Needs Assessment workbook to assist schools in determining prioritized needs. Click here to download the workbook.

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The school should also assess and evaluate Resource Management as a fifth standard. This standard can be found in the Standards and Rubrics for LEA Improvement or as part of the Comprehensive Needs Assessment Survey provided by the Title I Unit of the ADE.

Development

Once the school has completed the Comprehensive Needs Assessment, the school must develop a comprehensive plan that meets the components of a Title I Schoolwide Program under *Section 1114(b) of the ESEA* and *§200.27 under Title 34 of the Code of Federal Regulations*.[4]

For a single site LEA operating a Title I Schoolwide 3 Program, the goals for the Title I Schoolwide 3 Plan are based on the Goal Topics of the ESEA Continuous Improvement Plan. These goals are to be written as SMART goals that are strategic and specific, measurable, attainable, research based, and time bound to the current academic year.

- *100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in **reading/language arts** by 2013-2014.*
- *100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in **mathematics** by 2013-2014.*
- *By 2013, provide all students with access to **effective teachers and principals** through **equitable distribution** and high quality professional learning opportunities in order to close achievement gaps.*
- *All **English Language Learners** will become proficient in English.*
- *All students will **graduate** from **high school**.*
- *All schools will increase effective **parent and family involvement**.*

For a school within a multi-site LEA implementing a Title I Schoolwide 3 Program, the Title I Schoolwide 3 Plan has one goal: **to improve student achievement as measured by reading and mathematics proficiency, proficiency for English Language Learners, and attendance and graduation rates.** Strategy topics must address how the Title I Schoolwide 3 Program **strengthens instruction for all students**, **provides interventions for struggling students**, **implements an assessment system that provides driven decision making, coordinates services for all programs**, and **development, implementation and evaluation of the site-based Title I Schoolwide 3 Plan**.

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[4] *Elementary and Secondary Education Act of 1965, Title I, Part A, Section 1114(b)*
34 CFR 200.27 – Development of a Schoolwide Program Plan

Gap Analysis

For the reading and mathematics goals, Title I schools must create a SMART goal that shows the growth between the average of the school's overall current results and the average of the annual measureable objective (AMO) for the current academic year.

To calculate the gap analysis between the school's current results in reading and mathematics and the current year's AMO, you may use these Excel programs:

Current Results and
Gap Analysis Reading

Current Results and
Gap Analysis Math

Comprehensive School Reform (CSR)

The focus of a Title I Schoolwide Program is schoolwide reform of its education program to ensure the academic achievement of all students, especially those identified as most academically at-risk. An essential part is adopting a CSR Model Approach that will effectively address the prioritized needs of the school and incorporates scientifically based research (SBR) strategies and activities that will foster and improve academic achievement for all students.

Comprehensive School Reform (CSR) is a systemic approach to school improvement that addresses every aspect of a school, from curriculum to scheduling to management, to family and community involvement. Effective CSR integrates research-based practices into one unified program to raise student achievement. Since schools implementing a Title I Schoolwide Program are required to adopt school reform strategies, they may adopt a CSR model in order to provide a research-based, replicable set of practices. These external models are meant to be "blueprints" to help a school make improvements in a number of areas. They vary in focus, philosophy and method but all are intended to help raise student achievement. Schools must research and determine which SBR Comprehensive Reform Model would best serve the needs of the school,, improve academic achievement for all students, and target specific student populations that require additional academic assistance and interventions to meet and exceed state academic standards.

Schools transitioning from a Targeted Assistance to a Title I Schoolwide 3 Program must conduct extensive and thorough research and review appropriate CSR models that will meet the specific and particular needs of the school and its student population.

Schools with an existing Title I Schoolwide Program upgrading to a Title I Schoolwide 3 Program in which Federal, State, Local, and other funds are consolidated with Title I-A funds will need to go through the Schoolwide transitioning process. The school is required to conduct a comprehensive analysis of their current education program and determine whether the program is effective, needs to be modified or upgraded, or a new CSR model needs to be implemented to meet the needs of the school and its students.

Implementation

The strategies and action steps supporting the goals of a Title I Schoolwide 3 Program are structured to make systematic changes regarding how the school delivers services and to measure the effectiveness in the school's ability to increase the academic achievement of all students.

Strategies for technology should also be incorporated. Schools in school improvement must also implement strategies as part of the Title I Schoolwide 3 Plan that address the causes for the school not meeting state academic performance standards.

Research indicates that it takes at least three years for complete implementation of Comprehensive School Reform. A school implementing a Title I Schoolwide Program must choose the CSR that will support their Title I Schoolwide 3 plan wisely and be prepared to make an extensive time commitment for full implementation.

Evaluation

A school implementing a Title I Schoolwide Program must evaluate annually the outcomes and implementation of the plan to determine the following:

- ✓ Did the academic achievement of **ALL** students improve?
- ✓ Were the goals and objectives of the plan achieved?
- ✓ Does the plan need to be modified and adjusted to ensure or improve successful student achievement?
- ✓ Do strategies and action steps need to be continued, revised, or retired?

Formative and summative assessments are conducted throughout the course of the academic year to determine whether the school is on target to meet their goals, whether the strategies are effective, and whether strategies and action steps need to be modified to ensure success.

TITLE I SCHOOLWIDE 3 PLAN

The preparation of a Title I Schoolwide 3 Plan is similar in the planning process in that the school must identify the areas for improvement based upon the data obtained in the comprehensive needs assessment to establish SMART goals, strategies, and action steps for the Goal Topics of the Continuous Improvement Plan.

What makes the Title I Schoolwide 3 Plan different from Schoolwide 1 and Schoolwide 2 is that the plan allows the school to take a more comprehensive approach to the entire school program, leverage resources more carefully, and institute a reform model that address all aspects of the school for continuous school improvement.

The key piece to a Title I Schoolwide 3 Plan is to create strategies that will not only meet the SMART goals of the Continuous Improvement Plan but also meet the intent of the funding source being consolidated into the plan.

Strategies for the Title I Schoolwide 3 Plan should be the following:

- **Goal Based:** It should be very clear and apparent that the strategy will work toward achieving the specific SMART goal.
- **Research Based:** The strategy should be an action or process that is research based and proven to be effective in successfully addressing the area of improvement identified in the comprehensive needs assessment and the targeted assessment in the SMART Goal.
- **Action Oriented:** The strategy statement should begin with an action verb such as implement, utilize, create, establish, etc., so what the school intends to do is very clear.
- **Systematic:** The strategy should impact schoolwide change over an extended period of time that will be lasting and even permanent. It should not be a strategy that is immediate or fleeting.
- **Specific:** The strategy should be very straightforward in its purpose. This will help with accountability purposes – both managerial and financial.   While the funding sources consolidated under a Title I Schoolwide 3 Plan lose their identity, the schools are still responsible for meeting the intent of the funding source. Schools will also be held accountable through audits to prove that the school successfully met the intent of the funding source. Both can be accomplished by creating strategies that specifically target either the purpose or the population served by the funding source that has been consolidated.

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SINGLE SITE LEA TITLE I SCHOOLWIDE 3 PLAN

For a single site LEA implementing a Title I Schoolwide 3 Program, the school will use the Continuous Improvement Plan (CIP) inside ALEAT as the Title I Schoolwide 3 Plan. The school must indicate how they will meet the intent of all consolidated funding sources within the strategies and action steps of the appropriate SMART Goal.

ESEA Goal Topics of Consolidated Plan

1. **Teaching in the Learning Environment**
   The mission and vision of the LEA expressing the unified direction of the LEA, how it supports the continuous improvement process, and how it lays the groundwork for coherence and alignment within the continuous improvement plan.
   a) Reading/Language Arts Proficiency
   All students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) will attain proficiency or better in reading/language arts by 2013-2014.
   b) Mathematics Proficiency
   All students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) will attain proficiency or better in mathematics by 2013-2014.
2. **Equitable Distribution of Effective Teachers**
   *By 2013, provide all students with access to effective teachers and principals through equitable distribution and high quality professional learning opportunities in order to close the achievement gaps. (**Some LEAs may be reviewed by Title II.**)*
3. **Proficiency in English for English Language Learners**
   *All English Language Learners will become proficient in English. (**Reviewed by the Office of English Language Acquisition Services,**)*
4. **Attendance and High School Graduation**
   All students will graduate from high school.
5. **Parental Involvement**
   All LEAs will increase effective parent and family involvement.
6. **Technology**
   *Students will be technology literate in the areas of telecommunications/internet, word processing, multimedia presentations, and the social/ethical aspects of technology. (**Reviewed by Education Technology Division/Title II-D.**)*

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Continuous Improvement Plan	Title I Schoolwide Plan Component	Strategy Topics	Strategies / Action Steps[5]
GOAL 1 Teaching in the Learning Environment	**Comprehensive Needs Assessment** **Comprehensive School Reform Model** **Data Driven Decision Making** **Coordination and Integration of Federal, State, and Local Service Programs**	• **LEA Academic Focus** • **Implementation of Plan** • **Maintain Network/Internet Filtering and Acceptable Use Agreements** • **Implement an Internet Safety Curriculum** • **Data Driven Decision Making** • **Coordinated Services**	• **Choose a model of whole school reform.** • **Use systematic assessment and data collection process.** • **Operate a Title I SW Plan Committee.** • **Secure external technical assistance / support.** • **Use an annual implementation evaluation.** • Align and articulate curriculum.
GOAL 1 A Reading / Language Arts Proficiency **GOAL 1 B Mathematics Proficiency**	**Schoolwide Reform Strategies** **Academic Assistance / Interventions**	• **Strengthen Instruction for All Students** • **Intervention Program for Struggling Students**	• **Implement SBR programs integrated with regular classrooms' standards-based curriculum.**
GOAL 2 Equitable Distribution of Effective Teachers	**Highly Qualified Staff** **Professional Development** **Attracting and Retaining HQ Teachers** **Teacher Input**	• **Equitable Distribution of Effective Teachers and Principals** • **Recruitment and Placement of Highly Qualified, Effective Teachers and Principals** • **Retention of Highly Qualified, Effective Teachers and Principals** • **Aligned, Coherent Professional Development for Teachers and Principals** • **Implementation of the Teacher/Principal Evaluation Framework**	• **Create an equitable distribution of effective teachers.** • Provide subject-related professional development / coaching. • Use job-embedded time for data analysis and instructional planning. • Use classroom walk-thrus. • Provide data analysis related professional development.

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[5] Required strategies/action steps are in bold print.

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Continuous Improvement Plan	Title I Schoolwide Plan Component	Strategy Topics	Strategies / Action Steps[6]
GOAL 3 **Proficiency for English Language Learners**	**Schoolwide Reform Strategies** **Academic Assistance / Interventions** **Coordination and Integration of Federal, State, and Local Service Programs**	• **High Quality Professional Development** • **High Quality ELL Instructional Program**	*Consult with the OLEAS specialist for your LEA regarding strategies and action steps for this goal.*
GOAL 4 **High School Graduation**	**Transition of Students**	• **Coordinated Services**	• **Integration of programs.** • **Implement transition programs.** • **Develop ECAPs.[7]** • Implement dropout prevention program.
GOAL 5 **Parent Involvement**	**Parent Involvement**	• **Involve parents in the development of the LEA Continuous Improvement Plan, school plans and all parent involvement decisions** • **Support for Schools Regarding PI** • **Build Capacity for Parent Involvement** • **Coordinate with other programs' PI requirements** • **Evaluate PI annually**	• **Engage families and communities.** • Communications • Professional Development for Staff on Parent Involvement • Parent Education • Parenting skills • Comprehensive Family Literacy • Adult Education
GOAL 6 **Technology**	**Schoolwide Reform Strategies** **Academic Assistance / Interventions**	• **Student Engagement with 21st Century Skills** • **Assessing Student Technology Literacy Skills** • **21st Century Technology Professional Development for Teachers** • **Infusing Ed Tech Standard into Core Content**	• **21st Century Tools,** • **Multimedia presentations** • **Web 2.0 applications** • **Completion of a tech course** • **Intel Teach Programs** • **Curriculum Mapping** • **AZ Teach 21**

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[6] Required strategies/action steps are in bold print.
[7] ECAPs is required for high schools and recommended for grades 5-8.

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SITE-BASED TITLE I SCHOOLWIDE 3 PLAN

A school within a multi-site LEA will use their site based Title I plan inside ALEAT as their Title I Schoolwide 3 Plan. A site based Title I Schoolwide 3 Plan should include any staffing, professional development, and materials/hardware to be purchased with consolidated federal, state, and local funds.

Site Based Title I Schoolwide Plan

GOAL: To improve student achievement as measured by the following:
 	
    Reading/Language Arts Proficiency
        All students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) will attain proficiency or better in reading/language arts by 2013-2014.
    Mathematics Proficiency
        All students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) will attain proficiency or better in mathematics by 2013-2014.
    Proficiency in English for English Language Learners
        All English Language Learners will become proficient in English.
    Attendance and Graduation Rates
        All students will graduate from high school.

The following strategy topics must be evident in the Title I Schoolwide Plan:

Strategy Topic	Required Strategies/Action Steps	Suggested Strategies/Action Steps
Strengthen Instruction for All Students	**Choose a model of whole school reform** **Create an equitable distribution of effective teachers.**	Provide subject-related professional development/coaching. Align and integrate curriculum Use classroom walk-thrus Move on When Reading[8]
Intervention Program for All Students	**Implement scientifically based research programs integrated with standards-based curriculum.**	
Data Driven Decision Making	**Use systematic assessment and data collection process**	Provide data analysis-related PD. Use job-embedded time for data analysis and instructional planning.
Coordinated Services	**Integration of programs** **Implementation of transition programs** **Develop ECAPs (high school required)** **Engage families and communities.**	Implement dropout prevention program.
Plan Development, Implementation, Evaluation	**Secure external technical assistance / support.** **Operate a Title I Schoolwide Plan Committee.** **Use an annual implementation evaluation.**	

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[8] Recommended for elementary schools to address the state requirement for all 3rd graders demonstrate reading proficiency starting in 2013.

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SITE BASED TITLE I SCHOOLWIDE 3 PLAN FRAMEWORK

Below is an example of a site-based Title I Schoolwide 3 Plan that has consolidated Title I, Title II, and Title III funding with state and local funding. The structure of the plan is based on how goals, strategies, and action steps are recorded inside ALEAT.

GOAL   **Improve Student Achievement**
To improve student achievement by increasing overall proficiency in reading in grades 3-8 from 55% to 79% or more based upon the AIMS Spring Reading Exam; increasing overall proficiency in mathematics from 48% to 74% or more based upon the AIMS Spring Math Exam; by all ELLs meeting the Annual Measureable Achievement Objectives (AMAOs): "Making Progress" on AZELLA by meeting or exceeding the rate of 21%; by meeting or exceeding the annually measured English proficiency Reclassification rate of 21%; and by making Adequate Yearly Progress on AIMS Reading and Math (AYP); and by maintaining attendance and graduation rates at 95% or more during the 2011-2012 academic year.

STRATEGY   **Strengthen Instruction for All Students**
Implement Reading and Mathematics Across the Curriculum (REAMAC) reading program in Grades K-8 to improve student achievement in reading.

ACTION STEP   **Staffing**
Hire a highly qualified reading specialist to oversee the reading program. Hire a highly qualified math interventionist to provide mathematics interventions in push-in program and extended learning time before and after school. Hire four HQ Structured English Immersion endorsed teacher to provide reading interventions to ELL students in grades K, 1-3, 4-6, and 7-8. All three instructors will provide instruction to students, support to core academic teachers, and lead professional development trainings on-site. Hire HQ paraprofessionals supervised HQ reading specialist and HQ math interventionist to work with students push-in and before and after school programs.

ACTION STEP   **Reading Performance Objective**
Incorporate reading performance objectives in lessons and units for all core and elective courses. Provide professional development conducted by the HQ reading specialist and the SEI teacher.

ACTION STEP   **Logical / Mathematics Performance Objective**
Incorporate mathematics performance objectives in lessons and units for all core and elective courses. Provide professional development conducted by the HQ math interventionist.

ACTION STEP   **Language Performance Objective**
Incorporate language performance objectives in lessons and units for all core and elective courses. Provide professional development conducted by the SEI teacher.

ACTION STEP   **Professional Development**
Provide professional development trainings quarterly on effective scientifically based reading and mathematics instructional strategies, how to incorporate reading and mathematics objectives in lesson plans, data analysis, and effective strategies focusing on English Language Development for ELL students. Attend reading and mathematics professional development trainings and seminars.

ACTION STEP   **Technology**
Utilize E-Readers and iPads to expand reading opportunities for class-related and recreational reading. Provide home access to Accelerated Reader. Use mobile computer lab for use in core academic classrooms.

STRATEGY   Intervention Program for Struggling Students
Implement intervention programs that provide extended learning time, targeted interventions, and strategic interventions for students and AYP subgroups identified as most academically at risk.

ACTION STEP   **RTI**
Implement RTI. Provide targeted interventions for students 6 months to 1 year below grade level through push-in and pull-out interventions. Provide strategic interventions by providing extended learning time for students 2 years or more below grade level.

ACTION STEP   **Move on When Reading**
Target instruction for K-3 students. Provide extended learning time for K-3 students most academically at-risk through push-in, pull-out, and before and after school programs. Provide K-3 summer school for students most academically at-risk.

ACTION STEP   **All Day Kindergarten**
Provide all-day kindergarten for students identified as most academically at-risk.

ACTION STEP   **SEI Reading Hour**
Implement one hour reading instruction for ELL students as part of the 4 Hour Model. Provide interventions through extended learning time before and after school.

ACTION STEP   **Summer School**
Provide summer school for students identified as most academically at risk based upon performance on the AIMS, STAN10, AZELLA, and benchmark testing.

STRATEGY   Data Driven Decision Making
Implement formative and summative assessment processes and programs to measure student achievement.

ACTION STEP   **Analyze Student Achievement**
Analyze individual, grade level, and schoolwide results for all grade levels and students. Identify students and AYP subgroups that are most academically at risk using AIMS, STAN10, and AZELLA results.

STRATEGY   **Coordinated Services**
Promote college and career readiness and community involvement through the organization of professional learning communities and community outreach events.

ACTION STEPS   **Get Ready for K!**
Implement Get Ready for K! Program to help students and parents transition to Kindergarten and 1st Grade.

ACTION STEPS   **ECAPS**
Develop ECAPs for all students in grade 5-8.

ACTION STEP   **Engage families and communities.**
Implement Drop Everything And Read (D. E. A. R.) program. Schedule semester literacy nights for all grade levels and subject areas. Provide parent education in reading and math strategies. Provide English Language Development classes for non-English speaking parents of English Language Learners.

STRATEGY   **Plan Development, Implementation, Evaluation**
Form Professional Learning Communities to oversee the development, implementation, and evaluation of the Title I Schoolwide Plan

ACTION STEP   **Professional Learning Communities**
Create Professional Learning Communities to address the goals, strategies, and action steps of the Title I Schoolwide 3 Plan. Create Reading Professional Learning Community to oversee the implementation of the Reading Across the Curriculum Program. Create Mathematics Professional Learning Community to oversee the implementation of the Mathematics Across the Curriculum Program.

ACTION STEP   **Evaluation**
Implement progress monitoring and benchmark testing for formative assessment of student achievement and performance. Use results on STAN 10, AIMS, AZELLA, and report cards to measure student achievement cumulatively.

ESEA For LEAs

BUDGETING

A school operating under a Targeted Assistance or Schoolwide 1 program would have to meet all statutory and regulatory requirements associated with Title I-A of the ESEA as well as all statutory and regulatory requirements for each individual federal funding source the school receives in order to be in compliance.

A school that consolidates its funds under its Title I Schoolwide 3 Plan does not need to meet most of the statutory and regulatory requirements of the consolidated programming sources. However, schools that have implemented a Title I Schoolwide 3 Program must meet the intent and purpose of those specific programming sources that have been consolidated.[9]
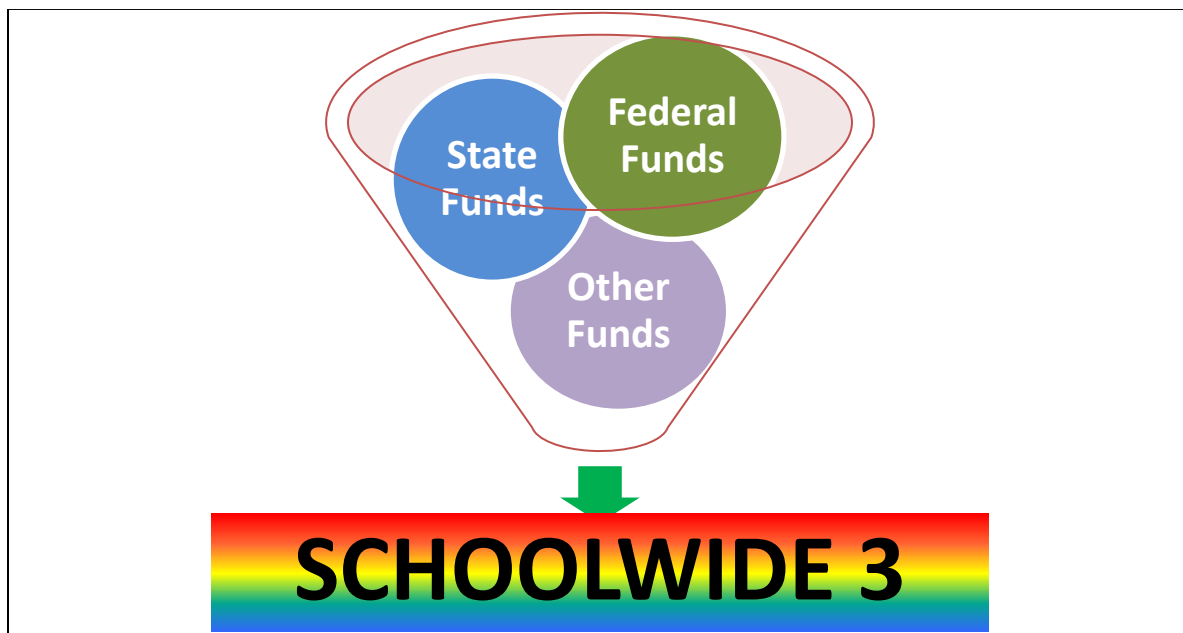
Once the Title I Schoolwide 3 Plan has been created, the Schoolwide Planning Team decides how to fund the SMART Goals, Strategies, and Action Steps of the 10 components of the Schoolwide Plan will be funded. Funding to consolidate under Title I Schoolwide 3 comes from the following sources:

- Federal Formula Funding including Title I-A Disadvantaged
- State Formula Funding
- Local Funding
- Discretionary, Competitive Funding

Under a Title I Schoolwide 3 Plan, all funding sources lose their "identity" under the Schoolwide Plan. However, the school is still responsible for meeting the intent and purpose of each consolidated programming source.

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[9] *Elementary and Secondary Education Act of 1965, Title I, Part A, Section 1114(a)(3)(A)-(B)*

ESEA For LEAs

The Joint Checking Account Analogy
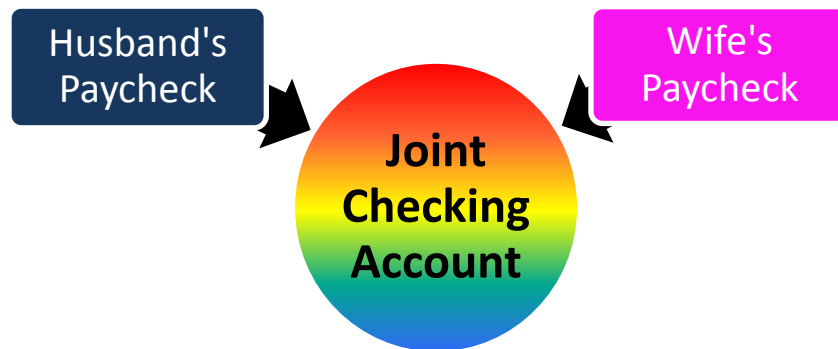
A husband and wife deposit their separate paychecks into a checking account they share. **Bills are paid from the total amount in the joint checking account, not as a percentage from which person's paycheck. The paycheck amounts lose their "identity" when consolidated into the joint checking account shared by the husband and wife.**
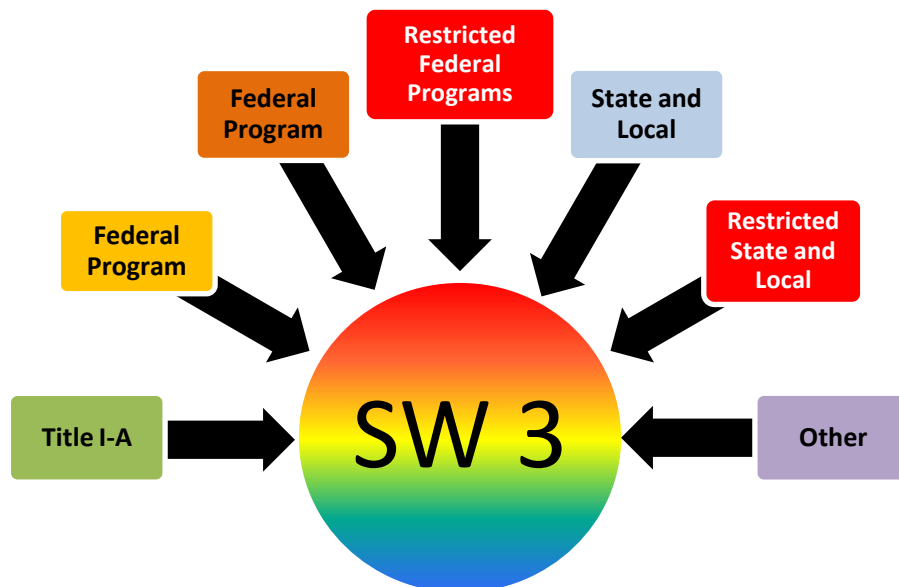
Consolidation of all funds under a Title I Schoolwide 3 Plan operates similarly to a joint checking account used to pay bills. **Federal, state, and other funds – local, discretionary, competitive, Other Grants – are consolidated under the Title I Schoolwide 3 plan. The Title I Schoolwide 3 Program is funded by the consolidated funds in the Title I Schoolwide 3 budget. All funds lose their "identity" when consolidated into the Title I Schoolwide 3 budget. However, the school is responsible for meeting the intent and requirements of each funding source.**

State Funding
As documented in _Section 1111(c) (9) and (10) of the ESEA,_ state educational agencies (SEA) are responsible for encouraging schools "to consolidate funds from other Federal, State, and local

sources for schoolwide reform in schoolwide programs under Section 1114". The SEA is also responsible for resolving "[s]tate fiscal and accounting barriers so that schools can easily consolidate funds from other Federal, State, and local sources for schoolwide programs under Section 1114".[10]

Schools are permitted to consolidate state funding related to academic achievement of all students and supporting the SBR strategies and action steps that support the SMART goals of the Title I Schoolwide 3 Plan.[11] **Consolidation of state funds are permitted only for site-based budgeting, not LEA.**

For further information regarding the provisions of consolidating State Funding under a Title I Schoolwide 3 Plan, please review the Funding Sources for Title I Schoolwide 3 Programs in the Appendix of this worksheet.

The funds of a Title I Schoolwide 3 Program are treated as one flexible pool of funds. Schools implementing a Title I Schoolwide 3 Program are relieved of meeting most of the statutory and regulatory requirements of each consolidated funding source. The school is still required to meet the intent of purposes of the consolidated programming source, which should be documented in the Title I Schoolwide 3 Plan.

The school must identify the programs being consolidated and the monetary and percentage amount each contributes to the Title I Schoolwide 3 Plan.[12] These sources are identified in both the Title I Schoolwide 3 Plan and the Title I Schoolwide 3 Fiscal Application

Title I Schoolwide 3 schools are also not required to maintain separate fiscal accounting records by individual program that identify the specific activities related to the specific programming fund source that have been consolidated under the Title I Schoolwide 3 Plan.[13] Under a Title I Schoolwide 3 Plan, all programming funds consolidated under the Title I Schoolwide 3 Plan "lose their identity" to support the goals, strategies, and action steps of the Title I Schoolwide 3 Plan. The consolidating funding is the Total Title I Schoolwide 3 (SW3) Budget. The measurement is based on a percentage of how much of a consolidated funding source supports the Title I Schoolwide 3 Program.

Application Process
To make the application process for funding more accessible for schools, the Arizona Department of Education has created a Title I Schoolwide 3 Fiscal Application worksheet with Microsoft Excel 2007. When an LEA implements a Title I Schoolwide 3 Program at their school,

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[10] *Elementary and Secondary Education Act of 1965, Title I, Part A, Section 1111(c)(9-10)*
[11] Not all state funding provided to schools may be consolidated under the Schoolwide Plan. Excluded are any non-academic related expenses (including athletics), facilities, pay per performance incentives, or class size reduction.
[12] *Elementary and Secondary Education Act of 1965, Title I, Part A, Section 1114(b)(2)(iii)*
[13] *Elementary and Secondary Education Act of 1965, Title I, Part A, Section 1114(a)(3)(C)*

they identify the school as such in the School Selection Tables worksheet of the ESEA Consolidated Application. The ADE will send a Title I Schoolwide 3 Fiscal Application for the LEA to complete.

There are two types of Title I Schoolwide 3 Fiscal Applications:

- **Single Site:** For LEAs with only one school implementing a Title I Schoolwide 3 Program.
- **Multiple Sites:** For LEAS with more than one school implementing a Title I Schoolwide 3 Program.[14]

The LEA enters the allocations from each consolidated programming source and the budget of each item using the USFR Chart of Accounts. The Title I Schoolwide 3 Fiscal Application will automatically calculate the Percent of Total for each consolidating programming source and how much from each funding source went to support each line item supporting the Title I Schoolwide 3 Program.

In Grants Management, the LEA will enter the percent of the funding calculated from each programming source under the appropriate line item. In the narrative portion of the application, the LEA will simply state that the calculated Percent of Total of this consolidated funding source supports the goals, strategies, and action steps of the school's Title I Schoolwide 3 Plan.

In ALEAT, the LEA will submit an e-copy the Title I Schoolwide 3 Plan for the school detailing the SMART goals, strategies, and action steps of the Title I Schoolwide 3 Program for the current academic year.

Compliance

A school implementing a Title I Schoolwide 3 Program is relieved from meeting most of the statutory and regulatory requirements of the **specific federal programs** that are consolidated to fund the Title I Schoolwide 3 Plan. An example of such relief is the school is not required to identify particular children eligible or demonstrate that the services provided are supplemental to services that would otherwise be provided.[15]

This relief is at the school level, not the LEA level.   At the LEA level, schools are still required to be in compliance with the requirements of the *ESEA* including maintenance of effort, comparability of service, services to private schools, and student and parent involvement.[16]

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[14] All Title I Schoolwide 3 schools must consolidate the same programming sources under their Title I Schoolwide 3 Plan. If a Title I Schoolwide 3 school consolidates funding from a programming source different from the other Title I Schoolwide 3 schools under the LEA, then the LEA must complete a Single Site Title I Schoolwide 3 Fiscal Application for that one school including all of the consolidated programming sources specific to that school.

[15] *Elementary and Secondary Education Act of 1965, Title I, Part A, Section 1114(a)(2)*

[16] *Title I Fiscal Issues*. United States Department of Education. February 2008. Page 49.

While the consolidated funds "lose their identity" under the Title I Schoolwide 3 Plan, the school is still responsible for meeting the intent and purposes of the program being consolidated.

For guidance on how to meet the intent and purposes of potential consolidated programming sources, review the Funding for Title I Schoolwide 3 tables in the Appendix of this workbook.

Reporting of Expenditures
A school operating a Title I Schoolwide 3 Program is not required to maintain separate fiscal accounting records, by Federal program, that identify the specific activities related to each program.[17] However the school must maintain records that demonstrate the intent and purposes of each program consolidated to Support the Title I Schoolwide 3 Program.[18]

While programming funds consolidated under a Title I Schoolwide 3 Plan "lose their identity" regarding meeting certain statutory and regulatory requirements of the original program, schools are still responsible for reporting expenditures attributed to the Title I Schoolwide 3 Program.

Recordkeeping
Documentation of the intent and purposes of consolidated programming sources can be incorporated in the strategies and action steps of the Schoolwide Plan. The Schoolwide Plan tells the SEA monitors and the auditors what programs have been consolidated as well as how much was consolidated from each program.

Coordination and Integration of Federal, State, and Local Services and Programs
Section 1114 of Title I of the *ESEA* authorizes eligible schools to consolidate Title I funds, along with other Federal, State and local funds to operate schoolwide programs. The ability to consolidate funding is provided so that planners can focus on the programmatic design of the schoolwide first and then determine how the plan will be funded. **Only schools that are implementing or upgrading to a Title I Schoolwide 2 or 3 Program may consolidate funds.**

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[17] *Elementary and Secondary Education Act of 1965, Title I, Part A, Section 1114(a)(3)(C)*
[18] *Elementary and Secondary Education Act of 1965, Title I, Part A, Section 1114(a)(3)(C)*

ESEA For LEAs

TITLE I SCHOOLWIDE 3 FISCAL APPLICATION

Once the Title I Schoolwide 3 Plan has been constructed and the funding sources have been selected, the school must complete the Title I Schoolwide 3 Fiscal Application.

The Title I Schoolwide 3 Fiscal Application is an Excel spreadsheet that is completed separately from the ESEA Consolidated Application Excel spreadsheet LEAs must complete when applying for Title I and Title II funding. The Title I Schoolwide 3 Fiscal Application is specific to the school or schools under an LEA that have chosen to run their Title I program under a Title I Schoolwide 3 Plan.

In order to complete the Title I Schoolwide 3 Fiscal Application correctly, the LEA must have the following completed and prepared:

- schools that will implement a Title I Schoolwide 3 Program

- federal, state, local, and other funding sources that will be consolidated to support the Title I Schoolwide 3 Program

- a prepared budget supporting academic achievement for the SW3 school under the USFR Chart of Accounts items of Instruction (1000), Support Services (2100), Support Services-Administration (2300), and Capital Outlay

- list of members of the Schoolwide Planning Team comprised of members of the school community

- results from the Comprehensive Needs Assessment

- documentation of the planning and development of the school's Title I Schoolwide 3 program

- Selection of the Comprehensive School Reform model(s) to be implemented as part of the Title I Schoolwide 3 program

- SMART Goals of the Continuous Improvement Plan with strategies and action steps that support the goals

- evaluation system and procedures that determine the effectiveness of the Title I Schoolwide 3 Plan

ESEA For LEAs

Step 1: Identify the Title I Schoolwide 3 Schools in the ESEA Consolidated Application Excel Spreadsheet.

When applying for Title I funds, after entering the required and chosen set asides in the Title I Set Aside worksheet in the ESEA Consolidated Application, the LEA identifies the school or schools that will implement a Title I Schoolwide 3 Program. The LEA enters the name of the school and selects SW3 in the drop down box under Column 3 of the School Selection Table.

	A	B	C	D	E	F	G	H	I	J	K	L	N
1	Date	7/1/2011			LEA Name:				Example LEA				
2		NOTE: The shaded items above are entered in the Instructions page of this file. You don't need to enter them again.											
3					School Selection Table								
4					FY2012 Title I Allocations by Rank Order								
5		Complete LEA Information and Totals. Provide information for ALL schools in the district or charter whether or not they will receive Title I funds. Delete extra rows before submitting this file to ADE.											
6								4. Check (X) here if serving schools below 35%					
7		1. Number of schools (total # of schools in LEA)	1					MUST apply 125% Minimum per-child allocation rule**					
8		2. Check one (X) if schools served by:						5. Funds Available to Schools (automatically calculated)					
9		grade span OR	X		Enter grade span:	K-8		Title I Funds	$99,500				
10		without regard to grade span						Must equal column 9 Total below.					
11		3. Check (X) all that apply:						6. Complete table. Note: Once you insert numbers in columns					
12		Less than 1000 enrolled in the district*			X			4, 5 & 6 below, the (#DIV/O!) in column 7 will go away.					
13		Same PPA for all schools			X			Select all school data and sort from highest to lowest poverty.					
14		Varied PPA in rank order						PPA must be ranked in the same order as the poverty percentages for					
15								each school or equal for all schools.					
16													
17		* Districts with less than 1000 students and/or only one building per grade span must complete this page, but are not required to rank order schools for TI-A funding or											
18		apply the 125% Rule (see below).											
19		** 125% Rule: applied if serving schools below 35% - see comment in cell H7 under 4 above. Calculate PPA by formula.											
20								Abbreviations:					
21		NF = Not funded					SW 1 = Title I funds only are used for Title I program						
22		PPA = per pupil amount					SW 2 = All federal funds are used for Title I program						
23		TA = Targeted Assistance					SW 3 = All federal, state, and local funds are used for Title I program						

	List ALL Schools in LEA in Rank order by Poverty (1)	Enter Grade Span (2)	Schoolwide (SW1, SW2, or SW3) or Targeted Assistance (TA) or Not Funded (NF) (3)	Total School Enrollment (4)	#Public School Poverty Count (5)	# Private School Poverty Count (6)	Percent of Poverty (col5 + col6/col4) (7)	TI Per Pupil Amount (8)	Total Title I School Attendance Allocation (9)	Title I School Allocation (col5 X col8) (10)	Title I Private School Allocation (col6 X col8) (11)
25	TOTALS			560	504	0	90.00%		$99,500	$99,500	$0
26	1 Example School	K-8	SW3	560	504	0	90.00%	$197	$99,500	$99,500	$0
27	For more than 75 schools, please call your specialist for directions										

Instructions | Title I Set Aside Table | School Selection Table | LEA-School Imp Set Aside | FTE Descriptions - Certified | FTE Descriptions - Classified

An LEA with more than one school – regardless with the school receives a Title I allocation – will still list all schools and the Title I indicator – SW1, SW2, SW3, TA, or NF – under the LEA in the School Selection Table worksheet.

ESEA For LEAs

Step 2: Request the *Title I Schoolwide 3 Fiscal Application* from ADE.

Once the LEA has designated a Title I school as Title I Schoolwide 3, they will need to contact the Title I Division for a Title I Schoolwide 3 Fiscal Application. The Title I Schoolwide 3 Fiscal Application will be formatted specifically for the requesting LEA based on the following criteria:

- *How many of the schools have implemented an SW3 program?*
- *How many federal funding sources is the school consolidating?*
- *Will the school be consolidating any discretionary, competitive, or private/non-profit funding? If so, how many of such funding sources will be consolidated?*

There are two types of Title I Schoolwide 3 Applications:

- **Single School**: The *Single School Title I Schoolwide 3 Fiscal Application* is for those LEAs that only have one school that has implemented a Title I Schoolwide 3 program.
- **Multiple Schools**: The *Multiple Schools Title I Schoolwide 3 Fiscal Application* is for those LEAs who have two or more schools that have implemented a Title I Schoolwide 3 program.

If an LEA has multiple sites implementing a Title I Schoolwide 3 program, then all the sites must consolidate the same funding sources.

> **Example**: The Example LEA has four schools implementing a Title I Schoolwide 3 program. If all the schools within the LEA are consolidating the same federal, state, local, and other funding sources under the Title I Schoolwide 3 Plan in the *Multiple Schools Title I Schoolwide 3 Fiscal Application*.

If an LEA has multiple schools implementing Title I SW3 programs but each school has consolidated different sources or a source specific to that individual school, then the LEA must complete a *Single School Title I Schoolwide 3 Fiscal Application* for that individual school separate from the *Multiple Schools Title I Schoolwide 3 Fiscal Application*.

> **Example**: The Example LEA has four schools implementing a Title I Schoolwide 3 program. School A has received a private grant from that will be consolidated to fund the school's Title I SW3 Plan. The Example LEA must complete the *Multiple Schools Title I Schoolwide 3 Fiscal Application* for the other three schools and the *Single School Title I Schoolwide 3 Fiscal Application* for School A.

To request the *Title I Schoolwide 3 Fiscal Application*, please contact Erik M. Francis, Title I Academic Program Coordinator, at (602) 364-3345 or erik.francis@azed.gov. You will need Microsoft Excel 2007 to complete the application.

ESEA For LEAs

Step 3: Completing the *Title I Schoolwide 3 Fiscal Application*.

Once the LEA has received the appropriately formatted Title I Schoolwide 3 Fiscal Application, they may begin entering the information related to the budget of the school under the SW 3 Plan.

The Title I Schoolwide 3 Fiscal Application is a data entry file in which the school only needs to enter the following information:

- Name of the LEA
- Name of the SW 3 school(s)
- Federal funding sources to be consolidated
- Other funding sources including discretionary, competitive, or private/non-profit grants to be consolidated
- Fiscal allocations for each funding source
- The school's budget monies for each school under the line items of **Uniform System of Financial Records (USFR) Chart of Accounts**

Instructions Worksheet

The Instructions Worksheet is the first sheet in both the *Single School* and *Multiple Schools Title I Schoolwide 3 Application*. The LEA must enter the following information: the date, the LEA Name, and the CTDS Number. This information will automatically be entered throughout the application. **Do not enter any information under the Color Codes column.**

ESEA For LEAs

Title I Schoolwide 3 LEA Worksheet

The Title I Schoolwide 3 LEA Worksheet is where the LEA will enter the following:

- *the name(s) of the SW3 schools*
- *the name(s) of the federal and other funding sources being consolidated under the SW3 Plan*
- *the total allocations for each funding source being consolidated under the SW3 plan*

The following funding source names have been preformatted in the application. These funding sources are required to be consolidated under the Title I Schoolwide 3 Plan.

- *Title I-A Disadvantaged*
- *State and Local Funding (M & O)*

The Title I Schoolwide 3 LEA worksheet will automatically calculate how much of the consolidated funding source supports the Title I Schoolwide 3 Plan.

Date	1/0/00								
LEA Name	0								
CTDS	0								
		LEA Programs Contributing to the Consolidated Schoolwide Pool							
		Federal Funds					Other Funding	State and Local Funds	
Number of Schools	List ALL Schools in LEA with a Schoolwide 3 Program	Title I-A Disadvantaged	(Enter Programming Funds)	(Enter Programming Funds)	(Enter Programming Funds)	(Enter Programming Funds)	(Enter Programming Funds)	State and Local Funds	Total SW3 Funding
1	School A								$0.00
	Total Funds LEA Distributes to Individual Schools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	Percent of Total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Carryover	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	For more than 75 schools, please call your specialist for directions.								

The *Date*, *LEA Name*, and *CTDS* will be entered automatically

1. Replace School Name the name of the SW 3 School.

2. Under **Federal Funds**, replace **(Enter Programming Funds)** with the name of the federal funding source being consolidated under the Title I Schoolwide 3 Plan.

3. Under **Other Funding**, replace **(Enter Programming Funds)** with the name of the discretionary, competitive, or non-profit/private funding source being consolidated under the Title I Schoolwide 3 Plan.

4. Enter the fiscal allocation for each funding source in the **red cells**.

5. The application will automatically calculate the following:
   - **Total Funds LEA Distributes to Individual Schools**
   - **Percent of Total**
   - **Total SW3 Funding**

Example

Example LEA has decided to have School A become a Title I Schoolwide 3 school. The school has decided to consolidate the following funds and allocations under the Title I Schoolwide 3 Plan:

Funding Source	Allocation
Title I-A	$100,000
Title IIA	$40,000
Title III	$20,000
Other Grant	$40,000
State and Local Funds	$1,000,000

1. Complete the information in the Instructions Worksheet.
2. Enter the name of the SW3 School in column B7.
3. Enter the name programming funding sources in Column D6-F6. Column C6 is designated for Title I-A Disadvantaged.   Column G6 is designated for State and Local Funds.
4. Enter the allocation from each programming funding source for the school in the designated red cells.

Date	7/1/11						
LEA Name	Example LEA						
CTDS	123456789						
	LEA Programs Contributing to the Consolidated Schoolwide Pool						
		Federal Funds			Other Funding	State and Local Funds	
Number of Schoools	List ALL Schools in LEA with a Schoolwide 3 Program	Title I-A Disadvantaged	Title II-A	Title III	Private Grant	State and Local Funds	Total SW3 Funding
1	School A	$100,000.00	$40,000.00	$20,000.00	$40,000.00	$1,000,000.00	$1,200,000.00
	Total Funds LEA Distributes to Individual Schools	$100,000.00	$40,000.00	$20,000.00	$40,000.00	$1,000,000.00	$1,200,000.00
	Percent of Total	8%	3%	2%	3%	83%	100%

5. The worksheet automatically calculates the Total Funds the LEA Distributes to Individual Schools. For Single Site SW3, the calculation should equal the allocation.
6. The Percent of Total is how much of the programming source supports the Title I Schoolwide 3 Plan. The worksheet will automatically calculate what percent of the programming funding source supports the Title I Schoolwide 3 Plan.
7. The Total SW3 Funding for the site is calculated in Column L6.

ESEA For LEAs

Example - Multiple Site Title I Schoolwide 3 LEA Worksheet

Example LEA has decided to have all their schools become Title I Schoolwide 3 schools. The schools have decided to consolidate the following funds and allocations under the Title I Schoolwide 3 Plan:

Funding Source	School A	School B	School C	School D
Title I-A	$100,000	$90,000	$80,000	$70,000
Title IIA	$40,000	$35,000	$30,000	$25,000
Title III	$20,000	$18,000	$16,000	$14,000
State and Local Funds	$1,000,000	$975,000	$950,000	$925,000

1. Complete the information in the *Instructions* Worksheet.

2. Enter the name of the SW3 Schools in column B.

3. Enter the name programming funding sources in Column D-F[19]. Column C is designated for Title I-A Disadvantage. Column G is designated for State and Local funds.

4. Enter the allocation from each programming funding source for the school in the designated red cells.

Date	7/1/11						
LEA Name	Example LEA						
CTDS	123456789						
		LEA Programs Contributing to the Consolidated Schoolwide Pool					
		Federal Funds			Other Funding	State and Local Funds	
Number of Schoools	List ALL Schools in LEA with a Schoolwide 3 Program	Title I-A Disadvantaged	Title IIA	Title III	Private Grant	State and Local Funds	Total SW3 Funding
1	School A	$100,000	$40,000	$20,000	$40,000.00	$1,000,000.00	$1,200,000.00
2	School B	$90,000	$35,000	$18,000	$40,000.00	$975,000.00	$1,158,000.00
3	School C	$80,000	$30,000	$16,000	$40,000.00	$950,000.00	$1,116,000.00
4	School D	$70,000	$25,000	$14,000	$40,000.00	$925,000.00	$1,074,000.00
Total Funds LEA Distributes to Individual Schools		$340,000.00	$130,000.00	$68,000.00	$160,000.00	$3,850,000.00	$4,548,000.00
Percent of Total		7%	3%	1%	4%	85%	100%
For more than 75 schools, please call your specialist for directions.							

5. The worksheet automatically calculates the Total Funds the LEA Distributes to Individual Schools. For the Multiple Site SW3, the calculation should equal the total allocation from each programming funding source to the LEA.

6. The Percent of Total is how much of the programming source supports the Title I Schoolwide 3 Plan. The worksheet will automatically calculate what percent of the programming funding source supports the SW3 site's Schoolwide Plan.

7. The Total SW3 Funding for each SW3 site is calculated in Column L6.

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[19] Consolidated programming funding sources **MUST BE THE SAME** for every SW3 School under an LEA. If an LEA chooses to consolidate programming funds specific only to one school, then it must complete the SW3 Single Site Fiscal Application for that school only.

Title I Schoolwide 3 Site Worksheet

The Title I Schoolwide 3 Site Worksheet is where the LEA will enter the schoolwide budget for each school based on the budget line items of the **USFR Chart of Accounts**. **Schoolwide funds that are consolidated may be used to support areas of improvement and related activities identified by the comprehensive needs assessment and listed in the Schoolwide Plan.**

Below is an example of how the *Title I Schoolwide 3 Site* worksheet would look using the allocations and percentage breakdown set from the Title I Schoolwide 3 LEA worksheet and entering the budget amounts for the school under Instruction 1000 of the USFR Charts of Accounts.

School	Source of Funds	SW 3 Revenues	Schoolwide 3 Percent of Total Funds	Instruction 1000							
				Salaries 6100	Benefits 6200	Purchased Professional Svcs. 6300	Purchased Property Svcs. 6400	Other Purchased Services 6500	Supplies 6600	Other Expenses 6800	Subtotal
School A	Total SW3 Funding	$1,160,000.00	100%	$500,000.00	$100,000.00				$10,000.00		$610,000.00
	State and Local Funds	$1,000,000.00	86%	$431,034.48	$86,206.90	$0.00	$0.00	$0.00	$8,620.69	$0.00	$525,862.07
	Title I-A Disadvantaged	$100,000.00	9%	$43,103.45	$8,620.69	$0.00	$0.00	$0.00	$862.07	$0.00	$52,586.21
	Title II-A	$30,000.00	3%	$12,931.03	$2,586.21	$0.00	$0.00	$0.00	$258.62	$0.00	$15,775.86
	Title III	$20,000.00	2%	$8,620.69	$1,724.14	$0.00	$0.00	$0.00	$172.41	$0.00	$10,517.24
	Private Grant	$10,000.00	1%	$4,310.34	$862.07	$0.00	$0.00	$0.00	$86.21	$0.00	$5,258.62

The LEA also enters in the budgeted amounts for the school for each item under Support Services 2100, Support Services Admin 2300, and Capital Outlay.

Column AD calculates the balance for the Total SW3 Funding and each programming funding source. **The goal is for the Balance column to equal $0.00.**

School	Source of Funds	SW 3 Revenues	Schoolwide 3 Percent of Total Funds	Instruction 1000 Subtotal	Support Services 2100 Subtotal	Support Services Admin 2300 Subtotal	Capital Outlay Property	Balance
School A	Total SW3 Funding	$1,160,000.00	100%	$610,000.00	$82,500.00	$167,500.00	$300,000.00	$0.00
	State and Local Funds	$1,000,000.00	86%	$525,862.07	$71,120.69	$144,396.55	$258,620.69	$0.00
	Title I-A Disadvantaged	$100,000.00	9%	$52,586.21	$7,112.07	$14,439.66	$25,862.07	$0.00
	Title II-A	$30,000.00	3%	$15,775.86	$2,133.62	$4,331.90	$7,758.62	$0.00
	Title III	$20,000.00	2%	$10,517.24	$1,422.41	$2,887.93	$5,172.41	$0.00
	Private Grant	$10,000.00	1%	$5,258.62	$711.21	$1,443.97	$2,586.21	$0.00

Title I Schoolwide 3 LEA Chart

The *Title I Schoolwide 3 LEA Chart* worksheet interprets the funding entered in the *Title I Schoolwide 3 Site* worksheet into a pie chart showing the breakdown of how much each consolidated funding source supports the Title I Schoolwide 3 Plan.

Below is an example of the pie chart using the Percentage of Total calculation from the first example using the Single Site Fiscal Application.

Schoolwide 3 Percent of Total Funds

- Title III 2%
- Title II-A 2%
- Private Grant 1%
- Title I-A Disadvantaged 9%
- State and Local Funds 86%
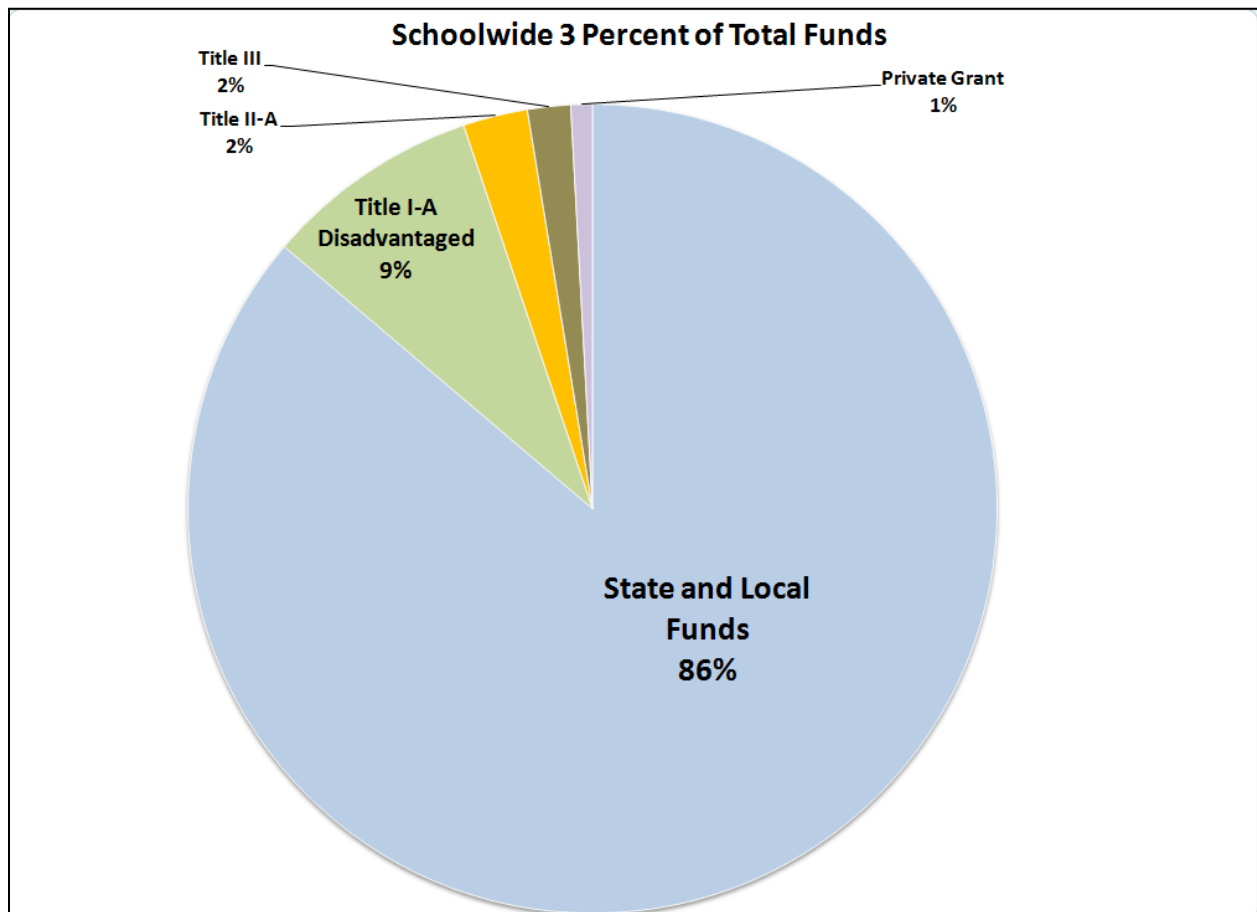
This visual representation shows how much funding from each consolidated programming source supports the goals, strategies, and action steps of the Title I Schoolwide 3 Plan.

Note: While the consolidated funds "lose their identity" when pooled under a Title I Schoolwide 3 Plan, the school and LEA are still responsible for meeting the intent of the original programming source. Evidence of this intent should be identified in the goals, strategies, and action steps of the Title I Schoolwide 3 Plan.

ESEA For LEAs

COMPLIANCE AND RECORDKEEPING

Program Compliance

> *"A school implementing a Title I Schoolwide 3 Program* **IS NOT REQUIRED** *to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the Title I Schoolwide 3 Program, as a whole, addresses the intent and purposes of the federal programs that were consolidated under the Title I Schoolwide 3 Plan".*[20]

20 USC 6314 – Sec. 6314. Schoolwide Programs

Schools implementing a Title I Schoolwide 3 Program **ARE NOT REQUIRED** to do the following**:**

- ✓ **Identify particular children as eligible to participate in a schoolwide program.** All students in a school implementing a Title I Schoolwide 3 Program may receive services.
- ✓ **Provide services to identified children that are supplementary.** All students shall receive services provided as part of the Title I Schoolwide 3 plan. Academic assistance and interventions will be provided to students identified as most academically at-risk as part of one of the ten components of the Schoolwide Plan.
- ✓ **Maintain separate fiscal accounting records for programming funds.** Schools operating a Title I Schoolwide 3 Program are not required to meet statutory and regulatory guidelines related to consolidated programming sources as long as the school keeps detailed records that the Title I Schoolwide 3 Plan meets the intent and purpose of the consolidated programming source.

Schools implementing a Title I Schoolwide 3 Program **ARE REQUIRED** to do the following:

- ✓ **Use consolidated funds to upgrade the entire educational program.** The school must apply the consolidated programming funds to improving the school's education program in order to address the prioritized needs identified in the comprehensive needs assessment. This requires the school to conduct a comprehensive analysis of the school's existing education program and implement a comprehensive school reform model supported by scientifically based research that will address the areas of improvement and improve the academic achievement of all students, especially those identified as most at-risk.
- ✓ **Meet the intent and purpose of the consolidated programming source.** The school must maintain records that demonstrate the schoolwide program addresses the intent and purposes of each of the programming sources that were consolidated to support the Title I Schoolwide 3 Plan.

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[20] 20 USC 6314 – Sec. 6314. Schoolwide Programs

✓ **Comply with all components of and provisions under the ESEA.** Schools and LEAs are not relieved of the requirements for compliance with the *ESEA* including student and parent participation, services to private school students, maintenance of effort, and comparability of services.[21]

✓ **Supplement not supplant.** Title I must supplement the amount of funds that would, in the absence of Title I, be made available from non-federal sources. However, the *actual service* does not need to be supplemental.[22] For example, reading and math assistance and interventions should be made available to all students, especially those identified as most at-risk.

✓ **Provide professional development aligned to the Schoolwide Plan.** Schools that have implemented a Title I Schoolwide 3 Program shall provide evidence that have devoted sufficient resources to carry out the activities that meet the intent and purpose of the consolidated programming sources either individually or as part of a consortium with other schools.[23]

Recordkeeping

A school implementing a Title I Schoolwide 3 Program must retain all documents related to the three core elements: the comprehensive needs assessment, the comprehensive Schoolwide Plan, and the evaluation.

DOCUMENTATION

- **Comprehensive Needs Assessment:** Includes significant information about the achievement of students and conditions in the school directly affecting academic achievement.

- **Comprehensive Schoolwide Plan:** Includes specific information how the program will implement the components of a Schoolwide Program, how all resources will be used, identification of all the programs consolidated under the Title I Schoolwide 3 program, and the process of disseminating information regarding student assessment.

- **Evaluation:** Includes the method of evaluation used and the findings that describe the results achieved by the Schoolwide Program and its evaluation.

Documentation of the intent and purposes of consolidated programming sources can be incorporated in the strategies and action steps of the Schoolwide Plan. The Schoolwide Plan tells the SEA monitors and the auditors what programs have been consolidated as well as how much was consolidated from each program.

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[21] 20 USC 6314 – Sec. 6314. Schoolwide Programs (3)(B)
[22] *Elementary and Secondary Education Act of 1965, Title I, Part A, Section 1114(a)*(2)(b)
[23] 20 USC 6314 – Sec. 6314. Schoolwide Programs (4)

ESEA For LEAs

REPORTING OF EXPENDITURES

While programming funds consolidated under a Title I Schoolwide 3 Plan "lose their identity" regarding meeting certain statutory and regulatory requirements of the original program, schools are still responsible for reporting expenditures attributed to the Title I Schoolwide 3 Program. The US Department of Education indicates that an LEA may use "any reasonable method" to report year-end expenses.

Expenditures

A school implementing a Title I Schoolwide 3 Program is responsible for utilizing all its available resources to meet the needs of the school and improve student achievement. For fiscal accounting purposes, the school must report how much of the consolidated programming source supported the Title I Schoolwide 3 Program.

CONSOLIDATION OF FUNDS CHART

Funding Source	Allocation	Percentage	Expenditures
Title I-A	$100,000	9%	$100,000
Title IIA	$30,000	3%	$20,000
Title III	$20,000	2%	$10,000
Private Grant	$10,000	1%	$10,000
Total State/ Local Funds[24]	$1,000,000	86%	$800,000
Total SW3 Budget	$1,160,000.00	100%	$940,000

Of the **$1,2500,000.00** used to fund 100% of the **Total SW3 Budget**..

- ✓ **9% ($100,000)** of the expenditures are from **Title I-A**
- ✓ **3% ($40,000)** of the expenditures are from **Title II**
- ✓ **2% ($20,000)** of the expenditures are from **Title III**
- ✓ **1% ($10,000)** of the expenditures are from a **Private Grant**
- ✓ **86% ($1,000,000)** of the expenditures are from **Total State and Local Funds**

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[24] All State and Local Funding consolidated under a Title I Schoolwide 3 Plan must support academic achievement. Funding for non-academic expenses (e.g. athletics) or facilities is not included in the consolidation.

ESEA For LEAs

Single Site SW3 Program: The LEA has one school implementing an SW3 Program. The LEA does not create a single accounting code for the SW3 Program and attributes expenditures back to the specific consolidated program regardless of what services are funded.[25]

School	Funding Source	Allocation	Percent[26]
School A	**Total SW3 Funding**	**$1,160,000.00**	**100%**
	Total State and Local Funds	**$1,000,000.00**	**86%**
	Title I-A Disadvantaged	**$100,000.00**	**9%**
	Title II-A	**$30,000.00**	**3%**
	Title III	**$20,000.00**	**2%**
	Private Grant	**$10,000.00**	**1%**

- *Two Options for Distribution*
  1. *Proportion of Revenues: The LEA charges expenses back to the consolidated programming source. According to the breakdown above, the Title I allocation of $100,000 or 8% is reported as supporting the SW3 Program as evidenced in the SW3 Plan.*
  2. *Sequence Charging: The LEA charges 100% of employee and non-employee SW3 expenditures first to state and local consolidated sources and then to Title I and other federal consolidated programs until these funds are spent in their entirety or until the maximum carryover amount is all that remains unexpended.*

Multiple Site Equitable Consolidation: The LEA consolidates funding from the same program sources for each school. The LEA creates an accounting code for the consolidated schoolwide pool of funds. The expenditures attributed to that code are charged on a proportional basis.

Funding Source	Allocation	Percent
Total State and Local Funds	**$3,850,000.00**	**85%**
Total Title I-A Disadvantaged	**$340,000.00**	**7%**
Total Title IIA	**$130,000.00**	**3%**
Total Title III	**$68,000.00**	**1%**
Total Other Grant	**$160,000.00**	**4%**
Total SW 3 Funding	**$4,732,000.00**	**100%**

The LEA charges expenses based on the total percentage breakdown. Since 7% of the Title I allocation contributes to the SW3 Plan, then 7% of the SW3 expenses are charged to Title I.

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[25] "Expenditures are allowable without regard to whether they support the program that generated the funds so long as they are incurred to support the schoolwide program plan." *Title I Fiscal Issues*. United States Department of Education. February 2008. Page 54.

[26] Round the Percent of Total to the nearest whole percent. For example, 3.5% equals 4%.

ESEA For LEAs

Multiple Site Differing Consolidation: All Title I schools under the jurisdiction of the LEA are designated as Title I SW3 schools. The LEA consolidates funding from the same programming sources for each school. The LEA creates an accounting code for the consolidated schoolwide pool of funds. The expenditures attributed to that code are charged on a proportional basis.

Funding Source	School A	Percent %	School B	Percent %	School C	Percent %	School D	Percent %
Title I-A	$100,000	8%	$90,000	8%	$80,000	7%	$70,000	7%
Title IIA	$40,000	3%	$35,000	3%	$30,000	3%	$25,000	2%
Title III	$20,000	2%	$18,000	1%	$16,000	1%	$14,000	1%
Other	$40,000	3%	$40,000	3%	$40,000	3%	$40,000	4%
State & Local	$1,000,000	83%	$975,000	84%	$950,000	85%	$925,000	86%
Total SW3 Budget	$1,200,000.00	100%	$1,158,00.00	100%	$1,116,000.00	100%	$1,074,000.00	100%

The LEA charges expenses based on the total percentage breakdown for each school. Since 8% of Title I contributes to the SW3 Plan at the Francis Academy, then 8% of the SW3 expenses for that school are charged to Title I.

Carryover

If a school implementing a Title I Schoolwide 3 Program does not spend all its consolidated funds budgeted for the Title I Schoolwide 3 Plan, the school is responsible for reviewing how much money is left in the SW3 pool of funds. The school must consider how much of each consolidated fund was not expended and report the carryover amount for that specific programming source. The amount reported is based on what percentage of the consolidated programming source funded the SW3 Program.

CONSOLIDATION OF FUNDS CHART

Funding Source	Allocation	Percent[27]	Expenditures	Carryover
Title I-A	$100,000	7%	$80,000	$20,000
Title IIA	$40,000	3%	$32,000	$8,000
Title III	$20,000	2%	$16,000	$4,000
Other Grant	$40,000	3%	$32,000	$8,000
Total State/ Local Funds[28]	$1,000,000	85%	$800,000	$200,000
Total SW3 Budget	$1,250,000	100%	$1,000,000	$250,000

The LEA reports carryover based on the total percentage breakdown under the SW3 Plan. For example, since the school's Total SW3 Budget Carryover is $250,000, 8% of the carryover ($20,000) will be reported as Title I Carryover.

The *Title I Schoolwide 3 Expenditures* Worksheet is where the LEA will enter the expenditures for each SW3 school based on the budget line items of the **USFR Chart of Accounts**.

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[27] To find the carryover, multiply the Total SW3 Budget expenditures by the true value of the Percent of Total. For example, Title II's Percent of Total of 3% is actually 3.2%. To find the true value, divide the allocation from the consolidating funding source Total SW3 Budget by.

[28] All State and Local Funding consolidated under a Title I Schoolwide 3 Plan must support academic achievement. Funding for non-academic expenses (e.g. athletics) or facilities is not included in the consolidation.

The structure of the *Title I Schoolwide 3 Expenditures* Worksheet resembles the *Title I Schoolwide 3 Site* Worksheet. The difference is the LEA will enter the actual expenses for the school year instead of the budgeted amount. If the actual expenses are less than the budgeted amount, then the school will have carryover to report.

The Carryover Column is calculated based upon the percentage breakdown each consolidated programming source contributes to the SW3 Program. The LEA reports the carryover back to each funding source based upon the percentage breakdown.

School	Source of Funds	SW 3 Revenues	Schoolwide 3 Percent of Total Funds	Instruction 1000 Subtotal	Support Services 2100 Subtotal	Support Services Admin 2300 Subtotal	Capital Outlay Property	Carryover
	Total SW3 Funding	$1,160,000.00	100%	$487,500.00	$60,500.00	$156,500.00	$300,000.00	$155,500.00
	State and Local Funds	$1,000,000.00	86%	$420,258.62	$52,155.17	$134,913.79	$258,620.69	$134,051.72
School A	Title I-A Disadvantaged	$100,000.00	9%	$42,025.86	$5,215.52	$13,491.38	$25,862.07	$13,405.17
	Title II-A	$30,000.00	3%	$12,607.76	$1,564.66	$4,047.41	$7,758.62	$4,021.55
	Title III	$20,000.00	2%	$8,405.17	$1,043.10	$2,698.28	$5,172.41	$2,681.03
	Private Grant	$10,000.00	1%	$4,202.59	$521.55	$1,349.14	$2,586.21	$1,340.52

For example, in the above chart, School A has a Total SW3 Funding carryover of $245,500.00. When reporting carryover, the LEA divides the total carryover by the percentage breakdown of the consolidated funds. Therefore, out of the **$155,500.00** in **Total SW3 Funding Carryover**…

- ✓ **$134,051.72 (86%)** is reported as **Total State and Local Funding Carryover**
- ✓ **$13,405.97 (9%)** is reported as **Title I-A Carryover**
- ✓ **$4,021.55 (3%)** is reported as **Title II Carryover**
- ✓ **$2,681.03 (2%)** is reported as **Title III Carryover**
- ✓ **$1,340.52 (3%)** is reported as **Private Grant Carryover**

ESEA For LEAs

TITLE I SCHOOLWIDE 3 PROGRAM EVALUATION

Title I regulations require that a school operating a Schoolwide Program must evaluate the implementation and results of the program annually. The effectiveness of a Schoolwide Program hinges upon whether the school was successful in increasing the academic achievement of all students in meeting or exceeding the state's academic standards, in particular those students who are most academically at risk.

Purpose of the Annual Schoolwide Program Evaluation

- Determine the effectiveness of the strategies implemented under each SMART Goal of the Schoolwide Plan were effective in helping the school obtain desirable outcomes such as the following:
  - improvement in academic achievement for all students, particularly AYP subgroups
  - increase in parental engagement
  - provide more high-quality professional development
  - increase staff retention and effectiveness
  - improvement in school climate and culture
- Guide school leaders in informed decisions supported by data to continuously improve the quality of school programs.
- Answer and inform stakeholders regarding questions and concerns over whether the school is effectively meeting its goals.
- Increase understanding and validity of implemented strategies in how they effectively contribute to the school successfully meeting its targeted objectives.
- Promote continuous support for the ongoing implementation of effective strategies and action steps.
- Predict future areas of improvement that need to be addressed.
- Create short and long-term plans for student progress and schoolwide success.

Guiding Questions

- ✓ **Is the Title I Schoolwide 3 Program being implemented as the Schoolwide Planning Team and school leadership intended?**
- ✓ **Did the Title I Schoolwide 3 Program help the school meet its targeted objectives?**
- ✓ **Did student achievement – particularly the achievement of those students identified as most academically at-risk or target populations included in measuring AYP – increase significantly?**

APPENDIX

ESEA For LEAs

FUNDING SOURCES FOR TITLE I SCHOOLWIDE 3

Federal Funds[29]

Unrestricted	Provisions Under Title I Schoolwide 3[30]
Title I-A Disadvantaged	A Title I Schoolwide 3 school demonstrates it meets the intent and purposes of this program if its comprehensive Schoolwide Plan addresses the need for all children to have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and academic assessments by implementing the components of a schoolwide program.
Title I-D Neglected & Delinquent	A Title I Schoolwide 3 school demonstrates it meets the intent and purposes of this program if its comprehensive Schoolwide Plan addresses the need to improve educational services and opportunities for the achievement of neglected or delinquent children, by, for example, providing transitional programming for students returning from institutionalization to further schooling or by creating other support systems for dropout prevention.
Title II-A Teacher Effectiveness	A Title I Schoolwide 3 school demonstrates it meets the intent and purposes of this program if the school's comprehensive plan contains strategies and activities that promote increased student achievement such as helping teachers and the principal or principals become more highly qualified through high-quality professional development; increasing the number of highly qualified teachers in the school through recruitment initiatives; and implementing initiatives designed to promote the retention of highly qualified teachers, such as teacher mentoring and support or other incentives.
Title III Proficiency for English Language Learners (ELLs)	A Title I Schoolwide 3 school demonstrates it meets the intents and purposes of this program if it incorporates strategies that provide high-quality instruction for students with limited English proficiency in English in the core academic subjects that are designed to assist these students in attaining the same high academic content and achievement standards that all children are expected to meet. In addition, to meet the intents and purposes of this program, a Title I Schoolwide 3 school must support the participation of the parents of limited English proficient students in English language instruction programs through the parent involvement component of the Title I Schoolwide 3 Program.
Title VI Flexibility and Accountability (REAP)	A Title I Schoolwide 3 school demonstrates it has met the intent and purposes of this policy if the school allows flexibility to transfer Federal funds allocated to other activities to allocations for certain activities authorized under Title I.
Title VII-B McKinney-Vento Act	A Title I Schoolwide 3 school demonstrates it has met the intent and purposes of this policy if the school includes in its plan strategies that ensure homeless children, including preschoolers and youths, have equal access to free and appropriate public education.

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[29] Funding from Reading First cannot be consolidated under the Title I Schoolwide 3 Plan.

[30] *"Notice Authorizing Schoolwide Programs To Consolidate Federal Education Funds and Exempting Them From Complying With Statutory or Regulatory Provisions of Those Programs". Office of Elementary and Secondary Education, Department of Education. Federal Register: July 2, 2004 (Volume 69, Number 127)*

ESEA For LEAs

Restricted	Restrictions Under Title I Schoolwide 3[31]
Individuals with Disabilities Education Act (IDEA)	A Title I Schoolwide 3 school may consolidate funds received under Part B of the IDEA for a Title I Schoolwide 3 Program except that the amount may not exceed the amount received by the LEA under Part B of the Act for that fiscal year *divided by* the number of children with disabilities in the jurisdiction of the LEA *and multiplied by* the number of children with disabilities participating in the schoolwide program. (***34 CFR 200.29 (A) (3) (i-iv)***) The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Title I Schoolwide 3 school demonstrates it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in schoolwide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA. For example, a school may combine IDEA, Part B funds with other program funds for professional development activities that support the implementation of a comprehensive student assessment model aligned with student academic content and achievement standards that enables teachers of all core academic subjects to incorporate alternative assessment procedures in the instructional setting in order to diagnose student achievement and monitor student progress on an ongoing basis. Alternate assessment procedures might include individual reading inventories, writing samples, classroom observations, conferences, and self-assessments. Using this kind of professional development as a way of meeting the intent and purposes of the IDEA ensures that all students, regardless of their special needs, will benefit. To help facilitate the inclusion of students with disabilities, the 1997 Amendments to the IDEA, under Section 613(a)(2)(D) and 34 CFR 300.234(a), provided new flexibility to LEAs. The Amendments allow an LEA to use a portion of the funds received under Part B of IDEA for any fiscal year to carry out a Schoolwide Program under the ESEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA.
Title I-C Migrant Education	A school must first continue to address the identified needs of migratory children and meet the special educational needs of migratory children before using funds for consolidated funding of Title I Schoolwide 3 Programs. (***Title I-C. Sect.1306 (b)(4)***)
Title VII-A Indian Education	An LEA may use funds made available to schools under this subpart to support a Schoolwide Program under section 1114 if the parent committee established by the LEA under *Title VII-A Sect. 7114(c)(4)* approves the use of the funds for the Schoolwide Program and the Schoolwide Program is consistent with the purpose described in *Title VII-A Sect. 7111*. (***Title VII-A, Sect. 7115 (c) (1,2)***)

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[31] "Notice Authorizing Schoolwide Programs To Consolidate Federal Education Funds and Exempting Them From Complying With Statutory or Regulatory Provisions of Those Programs". Office of Elementary and Secondary Education, Department of Education. Federal Register: July 2, 2004 (Volume 69, Number 127)

ESEA For LEAs

State Funds[32]

Section 1114 of Title I of the ESEA authorizes eligible Title I schools to consolidate state funds along with Federal and other funds to operate Title I Schoolwide 3 Programs as long as the funding is connected to the academic achievement-related goals, strategies, and action steps of the Title I Schoolwide 3 Plan. The school is still responsible for meeting the intent of the funding source.

Funding Source	Provisions Under Title I Schoolwide 3
Maintenance and Operation (M & O)	A Title I Schoolwide 3 school can pool funding related to academic achievement including hiring and recruiting highly qualified certified staff including site-based administrators and core academic teachers; classified staff including highly qualified paraprofessionals, clerks, and administrative assistants; allocating funding professional development for teacher effectiveness; purchased professional services; supplies; and capital outlay. **Schools may not pool any portion of the M & O monies to fund facilities or non-academic related expenses under the Title I Schoolwide 3 Plan.**
Soft Capital Fund Fund 625	A Title I Schoolwide 3 school can pool this funding for short-term capital items that are required to meet academic adequacy standards such as technology, textbooks, library resources, instructional aides, pupil transportation vehicles, furniture, and equipment. Districts may use Soft Capital Allocation Fund monies for administrative soft capital purposes after complying with adequacy standards in A.R.S. §15-2011. **Schools may not pool any portion of the Soft Capital Allocation monies for maintenance and operations expenses under the Title I Schoolwide 3 Plan.**
RESTRICTED	
Classroom Site Fund Fund 010	A Title I Schoolwide 3 school can pool funding supporting AIMS intervention programs, teacher development, and dropout prevention programs. **Schools may not pool any portion of the Classroom Site Funds monies for base salary, performance pay, class size reduction, or teacher compensation increases.**
Instructional Improvement Fund Fund 020	A Title I Schoolwide 3 school can pool funding to support dropout prevention programs and instructional improvement programs to develop minimum reading skills for students by the end of 3rd grade. **Schools may not pool any portion of the Instructional Improvement Fund to support classroom size reduction or teacher compensation.**
Structured English Immersion Fund 071	A Title I Schoolwide 3 school can pool funding to support the incremental cost of instruction to English Language Learners meet the goals, strategies, and action steps related to Proficiency of English Language Learners under the Title I Schoolwide 3 Continuous Improvement Plan. **Schools may not pool any portion of the Structured English Immersion Fund to support academic-related services, assistance, or interventions for non-ELL students.**
Compensatory Instruction Fund 072	A Title I Schoolwide 3 school can pool funding to provide programs in addition to normal classroom instruction focused on improving the proficiency of current English Language Learners and ELL students who were reclassified as Fully English Proficient within the previous two years. **Schools may not pool any portion of the Compensatory Instruction Fund to support compensatory instruction for non-ELL students or who have been classified as Fully English Proficient for more than two years.**

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[32] Rules and policies for consolidation for district local education agencies and its schools differ from charter local education agencies. Please consult with the State of Arizona Office of the Auditor General and review the **Arizona School Finance Summary Manual** published by the Arizona Association of School Business Officials for guidance on consolidating state and local funds.

Discretionary Grant Funds[33]

A Title I Schoolwide 3 school may consolidate funds it receives from discretionary (competitive) grants as well as from formula grants, except for Reading First as indicated earlier in this notice. If a schoolwide program school consolidates funds from discretionary grant programs, the school must still carry out the activities described in the application under which the funds were awarded. However, a schoolwide program school would not need to account separately for specific expenditures of the consolidated Federal funds.

Although not required, it is preferable that the applicant LEA or school indicate in its application for discretionary funds that some or all of the funds would be used to support a schoolwide program and describe its activities accordingly.

Funding Source	Provisions Under Title I Schoolwide 3
Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998	A Title I Schoolwide 3 school could incorporate adult literacy services in a number of ways, e.g., as part of a family literacy program or as part of a parent involvement strategy to help parents work with their children to improve their children's achievement. However adult literacy services are addressed through a Schoolwide Program, the school's comprehensive plan must contain specific goals and objectives for meeting the core performance indicators.
Even Start Family Literacy Programs	A Title I Schoolwide 3 school can consolidate and use Even Start discretionary grant funds by offering a four-component family literacy program that is an integral part of the overall instructional program of the school. This family literacy program must integrate high-quality, intensive, instructional programs based on scientifically based reading research (to the extent that research is available) in four areas: • Early childhood education, • adult literacy (adult basic and secondary-level education and/or instruction for English language learners) • parenting education • interactive parent and child literacy activities. While each eligible family that participates in these family literacy services must be most in need of the services for Even Start purposes, a schoolwide program could extend these services to other needy families as part of a comprehensive parent involvement strategy.
Profit/Non-Profit Grants	A Title I Schoolwide 3 school may include grants awarded by profit and non-profit agencies if the monies are allocated for the purpose of the improvement of academic achievement.

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[33] Funds received through the National School Lunch Program, and Head Start Program cannot be consolidated under a Title I Schoolwide 3 Plan.

ESEA For LEAs

ADE COMPREHENSIVE SCHOOL REFORM INITIATIVES

ADE Initiatives	Purpose
AZ Response to Intervention	The Response to Intervention (RTI) process is a multi-tiered approach to providing services and interventions to all learners at increasing levels of intensity. This process can be used for making decisions about general, remedial, and special education, creating a well-integrated and seamless system of instruction that is guided by student outcome data.
Arts Integration	Title I-A Stimulus Funds are a new opportunity for schools interested in **arts integration as a school reform model.** These funds may be used to strategically invest in professional development centered on incorporating arts-based instructional practices into the classroom. They may also be used to develop collaborative partnerships with community resources to support an arts-based approach to the curriculum**.**
Technology Integration	Arizona's definition for fully integration technology is *"LEAs who have embedded appropriate technology to support student learning across all curricular areas."* The U. S. Department of Education requires states to report the number of LEAs who have fully integrated technology, which is one of the three goals of the Title II-D Enhancing Education Through Technology (EETT) legislation. To meet this requirement, the Arizona Department of Education (ADE) has developed the **Arizona Technology Integration Matrix - LEA Level (ATIM - LEA Level),** which can help schools and/or districts in identifying how fully technology is currently being integrated at an institutional level.
ADE School Improvement[34]	Purpose
Turnaround Model	The LEA replaces the principal (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years) and rehires no more than 50% of the staff. The LEA gives greater principal autonomy and implements other prescribed and recommended strategies.
Restart Model	The LEA converts or closes and reopens a school under a charter school operator, charter management organization, or education management organization.
Transformation Model	The LEA replaces the principal; implements a rigorous staff evaluation and development system;, rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

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[34] These models are utilized for the School Improvement Grant for Persistently Low Performing Schools offered through the Office of School Improvement and Intervention in the School Effectiveness Division of the Arizona Department of Education but may be adopted by any Title I school.

ESEA For LEAs

TITLE I SCHOOLWIDE 3: STAFFING

Schools operating a Title I Schoolwide 3 Program can use consolidated funds to finance salaries and benefits for all staff who are involved in improving the academic achievement of the school.

Position	Supported by Title I Schoolwide 3 Funding
Instruction 1000	
Core Content / Grade Level Teacher	Yes
Elective Teacher (Art, Music, Technology, Foreign Language)	Yes if the CSR Model adopted integrates the specialized area as part of its goal. For example, arts integration. If not, then no.
Physical Education Teacher	Maybe depending on its role in the Schoolwide Program.
Title I Teacher	Yes
Before/After School Teacher	Yes
Paraprofessionals	Yes but must be highly qualified.
Tutors	Yes but for academic assistance and intervention, not homework help.
Teacher Aides	No
Summer School Teacher	Yes for core content teachers
Intersession Teacher	Yes for core content teachers
English Language L:earner Teacher	Yes
Compensatory Instruction Teacher / Paraprofessional	Yes
Speech Teacher	Yes if IDEA funds are consolidated into the SW3 pool. If not, then no.
Special Education Teacher	Yes if IDEA funds are consolidated into the SW3 pool. If not, then no.
Reading Specialist	Yes
Math Interventionist	Yes
Preschool Teacher	Yes
Kindergarten Teacher	Yes
Substitute Teachers	Yes if the substitute teacher is replacing the teacher during the regular day instructional schedule if the absence is related to academic planning activities.
Athletic Coach	No
Club Sponsors / Faculty Advisors	No

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Support Staff 2100	
Librarians/ Media Center	Yes
Mentor Teacher	Yes if site based.
Instructional Coach	Yes if site based.
Substitute Teacher	Yes only for teachers attending and participating in professional development trainings.
Schoolwide Coordinator	Yes if site based
Professional Development Coordinator	Yes if site based.
Data Coordinator/Clerk	Yes
Testing Coordinator	Yes if site based.
Homeless Liaison	Yes if site based.
Parent Coordinator	Yes if site based.
School Counselor	Yes if site based.
School Psychologist	Yes if site based.
Social Worker	Yes if site based.
Speech Pathologist	Yes if IDEA funds are consolidated into the SW3 pool. If not, then no.
Dropout Prevention Coordinator	Yes if site based.
Audiologist	Yes if IDEA funds are consolidated into the SW3 pool. If not, then no.
Nurse	Yes
School Improvement Coordinator	Yes
Attendance Personnel	Yes
Record Clerks	Yes if duties relate to the Title I Schoolwide 3 Plan.
Audio/Visual	No
Technology Coordinator	Yes if the duties of the position support the goals of the Title I Schoolwide 3 Plan.
Security	No
Bus Driver	No
Custodians	Yes if hired to work during summer school or intersession programs. If not, then no.
Maintenance Workers	No
Support Staff Admin 2300	
Principal	Yes
Assistant Principal(s)	Yes
Dean of Students	Yes
Administrative Assistant(s)	Yes
Athletic Director	No
Department Chair	Yes if the Department Chair is for Core Content only.
Receptionist	No
District Office Personnel	No

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TITLE I SCHOOLWIDE 3: PROFESSIONAL SERVICES

Schools operating a Title I Schoolwide 3 Program can use these consolidated funds to finance professional services that support academic achievement and the goals the Schoolwide Plan.

Services	Supported by Title I Schoolwide 3 Funding
Instruction 1000	
Contracted Substitutes to Replace Teachers During a Regular Instructional Day	Yes
Support Staff 2100	
Consultants	Yes. The school must provide a detailed and itemized list of services that the consultant will provide to support the Title I Schoolwide 3 Plan.
Counselors	No
Therapists	No
Dentists/Doctors	No
Instructional Staff Trainers	Yes. The trainers must not employees of the district and are providing professional development identified or related to the Title I Schoolwide 3 Plan.If not, then no.
Cost for Registration for Professional Development / Educational Training / Education Conferences	Yes. Professional development, conferences, and trainings must relate to the Title I Schoolwide 3 Plan.
Support Staff Admin 2300	
Auditors	No
Lawyers	No
Staff Trainers	Yes
Cost for Registration for Professional Development / Educational Training / Education Conferences	Yes. For site based administrative staff only. Professional development, conferences, and trainings must relate to the Title I Schoolwide 3 Plan.
Other Purchased Services (6500) **(All services must be related to the Title I Schoolwide 3 Plan.)**	
Mileage / Per Diem for Conferences	Yes. Must follow ADE or LEA policies.
Teacher Site to Site Travel	Yes. If the teacher's duties are part of the Title I Schoolwide 3 Plan.
Communications	Yes
Printing and Binding	Yes

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TITLE I SCHOOLWIDE 3: SUPPLIES

Schools operating a Title I Schoolwide 3 Program can use these consolidated funds to finance supplies that support academic achievement and the goals, strategies, and action steps of the Schoolwide Plan.

Supplies	Supported by Title I Schoolwide 3 Funding
Instruction 1000	
General Supplies	Yes Must be related to academic achievement.
Curriculum	Yes
Textbooks	Yes
Reading Programs and Supplies	Yes
Math Programs and Supplies	Yes
Study Aids	Yes
Instructional Computer Programs	Yes
Library Books	Yes
Periodicals	Yes Must be related to academic achievement.
Support Staff 2100	
General Supplies	Yes Must be related to academic achievement.
Professional Development Materials	Yes
Library Books and Periodicals	Yes
Testing Materials	Yes
Technology Related Supplies	Yes Must be related to academic achievement.
Energy	No
Support Staff Admin 2300	
General Supplies	Yes Site based only.
Books and Periodicals	Yes Site based only
Technology Related Supplies	Yes Site based only

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RESOURCES

Title I — Improving the Academic Achievement of the Disadvantaged
This is the webpage on Title I for the U.S. Department of Education.
Link: http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html

Notice Authorizing Schoolwide Programs to Consolidate Federal Education Funds and Exempting Them from Complying with Statutory or Regulatory Provisions of Those Programs
This is the PDF copy of the Federal Register published July 2004 detailing the policies, provisions, and guidelines for the consolidation of federal, state, and local funds under a Title I Schoolwide 3 Plan.
Link: http://www2.ed.gov/legislation/FedRegister/other/2004-3/070204a.html

Designing Schoolwide Programs
This document published by the US Department of Education details how a school develops, implements, budgets, and evaluates a Schoolwide Program.
Link: https://www.ade.az.gov/asd/nclblibrary/SchoolwideProgramGuidance.doc

Title I Fiscal Issues
This document published by the US Department of Education details how to budget Schoolwide Programs. Section E focuses solely on Consolidating Funds in Schoolwide Programs.
Link: http://www2.ed.gov/programs/titleiparta/fiscalguid.pdf

Uniform System of Financial Records (USFR) Chart of Accounts
This PDF contains the chart of accounts and expense classifications when applying for federal funding through grants management.
Link: https://www.ade.az.gov/gme/Additional_Information/Add_Info_downloads/ChartofAccount.pdf

Title I Schoolwide Programs
This is Section 1114 of Title I, Part A of the Elementary and Secondary Education Act of 1965 outlining the policies and provisions for a Title I Schoolwide Program.
Link: http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1114

Parental Involvement
This is the Arizona Department of Education webpage for Parental Involvement. For further technical assistance, please contact Terry Strayhand at terry.strayhand@azed.gov.
Link: http://www.ade.az.gov/asd/Title1/parent.asp

Comprehensive School Reform Program
The U. S. Department of Education website on the Comprehensive School Reform Program authorized under of *Title I, Part F* of the ESEA in January 2002. This page contains the eleven components of a Comprehensive School Reform Program.
Link: http://www2.ed.gov/programs/compreform/2pager.html

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IES What Works Clearinghouse
This is the web site sponsored by the U.S. Department of Education Institute of Education Sciences that serves as a source of scientific evidence for what works in education.
Link: http://ies.ed.gov/ncee/wwc/

Doing What Works: Research Based Practices Online
A web site sponsored by the U.S. Department of Education that translates research-based practices into practical tools to improve classroom instruction.
Link: http://dww.ed.gov/

Center on Innovation and Improvement
A website administered by Temple University that provides research reports on school and district improvement, restructuring and turnaround of schools, and extended time and SES.
Link: http://www.centerii.org/

CSRQ Center Report on Elementary School Comprehensive School Reform Models
This report from the Comprehensive School Reform Quality Center provides a scientifically based, consumer-friendly review of the effectiveness and quality of 22 widely adopted elementary school CSR or schoolwide improvement models.
Link: http://www.csrq.org/documents/CSRQCenterCombinedReport_Web11-03-06.pdf

CSRQ Center Report on Middle and High School Comprehensive School Reform Models
This report from the Comprehensive School Reform Quality Center provides a scientifically based, consumer-friendly review of the effectiveness and quality of 18 widely adopted middle and high school comprehensive school reform (CSR) or schoolwide improvement models.
Link: http://www.csrq.org/documents/MSHS2006Report_FinalFullVersion01-02-07.pdf

Works in Progress: A Report on Middle and High School Improvement Programs
This report provides readers with brief reviews of the critical issues facing America's middle and high schools, and a survey of approaches-including comprehensive school reform-used to address these challenges.
Link: http://www.csrq.org/documents/WorksInProgressReport_Web.pdf